DOCUMENT RESUME

ED 327 075 HE 024 082

| | |
|---|---|
| AUTHOR | Moskin, Robert J. |
| TITLE | The Meaning of CAPHE. A Report on the First Five Years of the Consortium for the Advancement of Private Higher Education. |
| INSTITUTION | Consortium for the Advancement of Private Higher Education. |
| PUB DATE | Dec 89 |
| NOTE | 146p. |
| AVAILABLE FROM | Consortium for the Advancement of Private Higher Education, 1606 New Hampshire Avenue, Washington, DC 20009. |
| PUB TYPE | Reports - Descriptive (141) -- Historical Materials (060) -- |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Black Colleges; Educational Development; Educational Finance; Educational Improvement; Educational Technology; *Financial Support; Grants; Higher Education; Liberal Arts; *Private Colleges; Private Education; *Small Colleges; Student Attrition; Student Recruitment |
| IDENTIFIERS | *Consortium for Advancement Private Higher Educ |

ABSTRACT

This report reviews the first five years of the Consortium for the Advancement of Private Education (CAPHE) during which it has assisted small liberal arts colleges in the United States. Questions concerning the condition of these colleges today are addressed, as well as CAPHE's ability to help them and make a difference in their viability and the quality of the education they offer. The report is based on information obtained over 9 months of interviews with 145 persons, including visits to 14 U.S. campuses. In addition to describing the CAPHE organization, mission, and progress, the report also discusses the role of the small liberal arts college in America. Major sections are devoted to the objectives of CAPHE grants and discussions of current challenges and future opportunities. Subjects discussed within these sections include: modern technology and the small liberal arts college; the attrition of students and marketing endeavors to overcome this shortage (including marketing efforts at historically black colleges); and the academic interest in two currently fashionable subjects: multicultural education and the teaching of values. Appendices include lists of CAPHE grant recipients, 1985-1989; donors to CAPHE, 1983-1989; and the trustees of CAPHE. (GLR)

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# THE MEANING OF CAPHE

## A Report on the First Five Years of the Consortium for the Advancement of Private Higher Education

by
J. ROBERT MOSKIN

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CAPHE
Consortium for the
Advancement of
Private Higher Education

# THE MEANING OF CAPHE

## A Report on the First Five Years of the Consortium for the Advancement of Private Higher Education

by
**J. ROBERT MOSKIN**

Prepared for the Board of Trustees of the
Consortium for the Advancement of Private Higher Education
December 1989

Consortium for the
Advancement of
Private Higher Education

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Washington, D.C.

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# *The Main Points*

CAPHE is a consortium through which foundations and corporations help sustain small liberal arts colleges that are generally classified as an "endangered species" of higher education.

CAPHE grants, a total of $4.6 million, have now been awarded to 126 colleges that competed successfully, have less than 4,000 students and possess endowments of less than $35,000 per student.

CAPHE grants for strategic planning have proved useful to all colleges and have had special value for colleges that are financially fragile and sluggish about dealing with change.

CAPHE has awarded grants totaling $1.5 million to tuition-driven colleges seeking help with shrinking enrollments. They have thrown out their recruiting nets further and opened up to less well prepared, "non-traditional" older and minority students.

CAPHE helps colleges that realize they have to do something about the fact that half of all college students fail to graduate. But CAPHE has yet to meet this shocking, chaotic situation head on.

CAPHE has made grants to foster the two most trendy subjects on the academic horizon: the development of multicultural education (which has a variety of meanings) and the teaching of values (which is moral and uplifting but can be parochial and divisive).

## The Meaning of CAPHE

CAPHE supports efforts of colleges to computerize and use the new technologies to teach everything from science to French and composing music. The newest, most costly form of technological progress is the computerization of college libraries.

CAPHE knows that the current drive for accountability and assessment is rooted in rising costs and expectations and also that the techniques for assessing what students gain from a college education are primitive.

CAPHE has demonstrated its desire to help colleges bring quality higher education to poor people in city slums, as well as the rural poor and migrant workers. But without more educational effort for these populations, this society is doomed to become increasingly divided, with an angry, hopeless underclass.

CAPHE's decision to leave affluent, endowment-rich colleges out of its grants universe seems well founded.

CAPHE's ability to give a college or an issue legitimacy is as important, or more important, than the dollars it distributes. This fact may suggest new paths for CAPHE to take.

CAPHE's flexibility about grants management is appreciated. Its willingness to let colleges identify their own problems is applauded. Its reporting requirements receive mixed reviews.

CAPHE could do more to show colleges how to persuade comfortable faculty members to take the risk of supporting change and the solution of persistent problems.

CAPHE has done some networking and building lines of communications among colleges; but so far, for the most part, its grants have made a difference mainly on the individual campuses.

CAPHE provides the expertise for corporations and foundations that want to contribute to sustaining independent liberal arts colleges that are not among the wealthiest and best known.

# Introduction

This Report reviews the first five years during which the Consortium for the Advancement of Private Higher Education (CAPHE) has tried to help small liberal arts colleges in the United States. The Report was researched and written by an experienced independent consultant for CAPHE's Board of Trustees. The Board wanted to know: What is the condition of these colleges today? Is CAPHE able to help them and make a difference to their viability and the quality of their education?

The Report is based on nine months' work, interviews with 145 persons, and visits to 14 campuses from coast to coast. CAPHE was founded in 1983, inspired by Alan J. Pifer, who was then the president emeritus of the Carnegie Corporation and is still the chairman of CAPHE's Board. He and a small number of educators and philanthropic and business leaders formed the Consortium so that foundations and corporations could combine financial resources and build the expertise to assist small liberal arts colleges that had basic problems to solve.

Each grant is designed to deal with a specific problem of a specific college. Both colleges and problems are carefully and systematically selected. Colleges are invited to compete for grants, and 100 to 150 colleges participate in each competition. No grant is for more than $50,000, and each college has to match the amount of its grant from other sources. CAPHE has given $4.6 million in 139 grants to 126 American four-year colleges.

From the beginning, the Consortium, under the daily leadership of its first president, Michael O'Keefe, focused on the colleges it could serve. To be a candidate for a CAPHE grant, a college had to be financially viable and its president had to take personal leadership in solving the problem for which the grant was sought. At first, a college could not have an enrollment of more than 4,000 or an endowment of more than $20,000 per student. The endowment ceiling has since been raised to $35,000 per student.

The problem on which a college wants to concentrate is chosen not by CAPHE but by the college itself. It knows best its needs and priorities. But CAPHE recognizes that to deal competently with specific problems, a college must first analyze itself and hammer out a strategic plan for its future. Strategic planning has become a prerequisite for all CAPHE grants.

CAPHE soon defined a universe of 700 private liberal arts colleges that come within its parameters. These colleges do not include the richest and most prominent, which usually have the wherewithal to analyze and solve their own problems. So far, CAPHE has invited about 300 of these 700 colleges to submit proposals for grants. They do not include the weakest colleges, which teeter on a tightrope of viability and cannot improve their education until they settle the question of existence.

Over time, CAPHE refined the categories in which it makes grants to the following: 1) strategic planning, 2) marketing and retention of students, 3) faculty and curriculum development, and 4) assessment of the value of its education.

CAPHE does much more than distribute grant money. It helps grantee colleges recognize how to approach their essential problems. It helps them analyze these problems and design possible solutions.

CAPHE also enhances for lesser known colleges the legitimacy that comes from being recognized by an outside and objective national funding source. And it adds weight to the issues that the college identifies and CAPHE supports.

On campus, CAPHE's support helps convince faculty members and administrators who might be hesitant to accept change; and beyond the campus, it helps other funders appreciate the quality of a particular college and the importance of an identified issue. Many colleges have gained significant additional funding support on the basis of having received a CAPHE grant.

CAPHE makes attempts to communicate to other colleges the knowledge it accumulates. The lessons CAPHE has learned - both the successes and the failures - are beginning to be disseminated more widely so that CAPHE's effectiveness can reach beyond an individual campus.

Because CAPHE is not a membership organization, it is free to select (and reject) grant proposals among the many submitted. CAPHE, under its second president, Dr. Jon W. Fuller, continues to work closely with the key coalescing membership organizations and associations in the field of higher education. These organizations are vitally important if private higher education is to continue to progress and meet the challenges of the future.

Finally, CAPHE serves another purpose: It is a means by which foundations, corporations and corporate foundations, which have an interest in the crucial importance of private higher education to our society, can help this educational sector. These small private liberal arts colleges are the nurturing and stimulating institutions from which will come many of the leaders of business, government, the arts and the sciences in the years immediately ahead.

After five years' work, CAPHE has gained knowledge of its field, its strengths and weaknesses, where it needs encouragement and where it needs help. A growing number of philanthropic and business organizations are making use of CAPHE's expertise and dedication.

CAPHE's Board of Trustees is now offering this Report to a broader audience of individuals concerned with private higher education.

# CAPHE AND THE LIBERAL ARTS COLLEGE IN AMERICA

# 1. The Meaning of CAPHE

The Consortium for the Advancement of Private Higher Education (CAPHE) is a private nonprofit organization dedicated specifically to the support of small liberal arts colleges in the United States. It fills a need no one else is dealing with and plays a unique role among the organizations seeking to sustain these colleges during a period when many of them are faced with major pressures and even life-threatening changes.

The Consortium was created by a small group of foundations and corporations in 1983 and made its first grants in 1985. It has given $4.6 million in 139 grants to 126 American colleges.

At the top of the draft of the first mission statement for CAPHE, Alan J. Pifer, chairman of CAPHE's board, stated: "CAPHE's ultimate goal in its grants and programs is to maintain and enhance the quality of education provided by the private colleges and universities which it assists." This ultimate goal has never changed. And he added, "CAPHE's primary concern should be for education, not simply the survival of as many private colleges as possible."

As Michael O'Keefe, CAPHE's first president, put it, "CAPHE is a collaborative venture of corporations and foundations concerned about the future of independent higher education."

CAPHE has selected a strategy of making relatively small grants—averaging $33,000 each—in several broad areas of activity. Each year, 100 to 150 four-year colleges are nominated by a nationwide network of advisors that CAPHE has put together, and these colleges are invited to submit proposals in one of the grant subject areas. Each proposal is judged competitively in its category by the CAPHE staff and outside reviewers. CAPHE is concerned that the proposals be judged fairly. The grants received by the colleges must be matched with a like amount raised from other sources.

CAPHE has given grants to colleges across the country. They range from Colby College in Maine, to Hampshire College and Wheaton College in Massachusetts, Le Moyne College in New York State, Gettysburg College in Pennsylvania, Washington College in Maryland, Rollins College in Florida, Paine College in Georgia, Furman University in South Carolina, Madonna College in Michigan, Goshen College in Indiana, Augustana College in Illinois, Hamline College in Minnesota, St. Edward's University in Texas, Mount St. Mary's College in California, and Heritage College in Washington State.

To be eligible for a CAPHE grant, a college must have fewer than 4,000 undergraduate students and an endowment with a market value today of no more than $35,000 per student. The best estimate is that approximately 700 American four-year colleges fit within CAPHE's limits of enrollment and endowment.

Colleges that match CAPHE's matrix are not necessarily the most prestigious. CAPHE's leaders believe that a college's quality depends on its vision of its mission, how it utilizes its resources and how well it educates its most able students. In selecting colleges for grants, CAPHE looks for dedication to the liberal arts, effectiveness as a regionally significant institution, a creative attention to its problems and stable enrollment and financial stability or progress toward creating these stabilities.

Most of the 700 colleges within CAPHE's parameters do not have the luxury of being selective among the candidates who apply for admission. They welcome virtually all high school graduates who apply. CAPHE's Alan Pifer estimates that at least half of these colleges provide a good education by any objective standard, even if they cannot afford to be selective. They have a substantial commitment to teaching the liberal arts, but it is not surprising that more than half of their students do not complete the work for their degree.

(It is shocking to the uninitiated that approximately half of students entering a private college today do not graduate from that institution; and among public colleges, the norm is less than half.)

Approximately 200 colleges that meet CAPHE's criteria manage to maintain varying degrees of selectivity, even though they are modestly endowed. Some colleges choose to be nonselective because they see their mission as providing college opportunities to young people who may not have had strong academic preparation for college work.

CAPHE recognizes that grants of the size it makes would have relatively small effect on the largest and most affluent liberal arts colleges, but they can make a difference to smaller and less well-endowed colleges. Actually, most CAPHE-aided colleges are highly tuition-dependent and have less than 2,000 students. Heritage College, which opened in 1982, has less than 400 students. The bottom line is that CAPHE has had direct contact with about 300 small liberal arts colleges across the country.

Dr. Christine A. Young, former CAPHE vice president, says this group of colleges belongs to "a sector that didn't have a name or a voice." She adds, it is "a very important set of colleges" which CAPHE tries to help and to which it tries to give a voice. (The Council of Independent Colleges, a membership organization which includes more than a third of the colleges which meet CAPHE's eligibility criteria, has also been an important champion for these colleges, particularly with its public relations campaign on the theme: "A Small College Can Help You Make It Big.")

And from another important viewpoint, CAPHE provides corporations and foundations that recognize the importance of independent liberal arts colleges to the society with the expertise to locate and help them efficiently. CAPHE is open-ended and 32 corporations and foundations have already participated.

## 2. Does CAPHE Make A Difference?

The essential questions about the CAPHE program are: Have the CAPHE grants significantly helped the individual liberal arts colleges to which they were made? And have the CAPHE grants had a cumulative effect on the situation of small liberal arts colleges in America? In other words, either separately or collectively, have the CAPHE grants actually made any difference? How much has CAPHE accomplished in the past five years? This Report explores answers to these questions.

CAPHE's challenge is to use a modest number of dollars effectively to make a significant difference.

CAPHE's board members and staff assert that their mission is not to rescue drowning colleges but to help those that have a chance to swim and adapt to change. CAPHE's former president, Michael O'Keefe, said, "We are not here to save colleges. We are helping colleges deal with change." He observed that no one had decreed how many small liberal arts colleges there should be in the nation. Interestingly, one respected history of American higher education says: "Of five hundred colleges founded in sixteen representative states before the Civil War, only a little more than one hundred survived as permanent institutions. This was a mortality rate of 80 per cent." In more recent times, the survival record is reportedly better; but still, as many colleges probably sink as swim.

It was a "given" for those who created CAPHE that small liberal arts colleges should be preserved because they are important to American society. This "given" is certainly defensible but it raises questions that deserve consideration. There is no point to CAPHE trying to make a difference if the breed of educational institution it is fostering does not itself make a difference to the society.

Another "given" is that virtually none of the small liberal arts colleges in America can exist on income from tuition and fees. The relatively few that have accumulated sizable endowments from wealthy graduates and other donors have a cushion of additional income to cover operating and problem-solving costs—including scholarships. But the 700-plus colleges in CAPHE's universe have meager endowments. CAPHE never promised to support them; it is trying to help them.

The financial help that CAPHE supplies—usually through grants ranging from $10,000 to $50,000—is valuable in money terms because the grants are aimed at rifle-shot targets. The grants serve to concentrate a college's attention on a specific problem, or more likely a part of a problem.

The grants have an additional symbolic value: They represent outside recognition of a college's worth and a problem's importance. They are awarded by an objective consortium, and they must be won in competition. All this can rally outside donors and inside support for the project the grant is designed to deal with. Time and again, this "legitimizing" of the college and the problem have proved crucial.

The evidence is clear that CAPHE has made a difference on individual campuses to varying degrees. Sometimes, the issue would not have been dealt with at all if not for CAPHE support; at other times, CAPHE has enabled administrators to deal with a problem more swiftly or more thoroughly.

Dr. Adele S. Simmons, president of Hampshire College in Massachusetts during the period when it received two grants from CAPHE and now president of the John D. and Catherine T. MacArthur Foundation, said, "CAPHE has made a difference to us [Hampshire]. They have helped us to highlight and focus on some central issues. The freedom we had to pull together some figures and really do some research on retention with our first grant was terrific. In the second one, the idea of rethinking education studies was given a lot of legitimacy by the grant. It is both the dollars and the legitimacy that count. The question is to maximize that legitimacy."

## Does CAPHE Make A Difference?

It would be not credible to say that CAPHE grantees never failed. A few grants have been unsuccessful. A grant to a college in the Northwest was withdrawn because its admissions office failed to follow up on the work of the grant. A California college received a grant to establish dialogues with black and Hispanic-dominated high schools but used it for straight recruiting promotion. CAPHE asked that the balance of the grant be returned. A Southern college sent back part of its marketing grant. And a few colleges never were able to raise the matching funds and therefore did not receive the second installment of their grants. But for the most part, CAPHE grants have had a decisive and positive effect on colleges to which they have been awarded.

Less clear is whether CAPHE has a cumulative effect on this category of higher education institutions. CAPHE recognized this challenge from the beginning. It is publishing reports on specific problem areas, such as assessment and marketing; it has held annual conferences of grantees and a variety of seminars, and it has served as a clearing house for administrators who want to communicate with those who have faced similar problems. But these efforts at dissemination and communication have been peripheral to the time-consuming process of reviewing and judging grant proposals and managing and monitoring the grants made. The possibility exists to do much more to build a synergistic effect of CAPHE's grants.

One of CAPHE's most valuable roles has been as a center of expertise about small liberal arts colleges. Some foundations and corporations have been baffled and stopped by the difficulty of knowing which colleges deserve support and which problems deserve priority. CAPHE is a unique resource that can help potential donors make such decisions. This has been proven by the corporations, foundations and corporate foundations that have developed a working relationship through which they and CAPHE together bolster small colleges.

# *3. The Role of the Small Liberal Arts College*

## THE IMPORTANCE OF LIBERAL ARTS COLLEGES

The premise for CAPHE's existence is that the small liberal arts college is important to America today. CAPHE's board, staff, funders and supporters believe in this premise.

But the premise cannot be assumed. Some foundations will not help small colleges on the ground that they are not viable. Douglass Cater, the president of Washington College in Maryland, says that the importance of small colleges cannot be proved and that "the fate of independent higher education in America is by no means predictable." He calls some small colleges an "endangered species." Another college administrator says small liberal arts colleges are "expensive and endangered."

The American Scholar says colleges are not at all endangered; higher education overall is a $124 billion industry.

Proof may be impossible, but a very strong argument can be made that small independent liberal arts colleges are a national treasure. Dr. Jon W. Fuller, president of CAPHE, calls them "a resource unmatched in the world." He sees them as free of bureaucracy and free to experiment—he calls them "small innovative frontier communities."

But many are also economically vulnerable, and the enormous expansion of public universities and community colleges in this era threatens their ability to survive.

The large private and public institutions of higher education attract huge numbers of students; 25,000 on a single campus is not unusual. The students come en masse because these universities offer a variety of courses in many fields; they assemble a varied and professional faculty; and direct and indirect governmental support lets them keep down tuition costs. Some of the colleges connected to these universities have achieved wide and even nationwide reputations of excellence.

One question that smaller colleges face, of course, is simply size. Some assert that if a college is too small it cannot provide quality education. For example, it cannot offer significant science facilities or an adequate library.

One answer is specialization, either on the Hampshire model where the nearby colleges created this college to specialize in an alternative form of higher education, or the Claremont model where a group of colleges divide up academic areas and together cover the disciplines.

Dr. Adele S. Simmons, then president of Hampshire College, said, "CAPHE stepped in when small colleges were as threatened as they have ever been. I always feel we can take more risks than public institutions or large research universities. Some small colleges are less imaginative and creative than others. But small colleges give students a sense of self-confidence and empowerment and a sense of real personhood. I think they are terrific.

"Students here get taken very seriously as students and as potential scholars—very seriously. They develop a sense that they are worth something. It certainly didn't happen to me at Harvard."

## THE HISTORY

Higher education began in the American colonies long before the United States was born. It was private; it was designed primarily to train clergymen and teachers; it was usually religiously affiliated; it consisted of small institutional units.

As the nation grew, its colleges became diverse in mission and structure. Some colleges widened their purpose to educate people for other goals than to give them a grounding in the liberal arts. Eventually, state-supported and state-created colleges and universities were established. American students began to have choices about what kind of college they would attend and for what purposes.

Around the turn of this century, there was a surge in the creation of small liberal arts colleges, usually initiated by religious denominations and institutions. This surge is generally attributed to two causes:

First, the influx of immigrants to the United States stimulated desires to enable some of them to gain a higher education and fill the nation's growing need for educated men and women. The influx also contained a large number of families with potential college students whom they wanted to become Americanized and to make it in America.

Secondly, some religious leaders were troubled about the growth of secularism and pluralistic values in industrial America with its rising materialism. These leaders felt they could perform a service to the individual and to society by providing the means for a value-based higher education. So between the Civil War and World War I, small liberal arts colleges in America burgeoned; and most of them were rooted in a religious denomination.

## RELIGIOUS CONNECTIONS

Most of the colleges visited for this report are denomination-connected or at least originated. Goshen College recruits primarily Mennonite students. The College of the Holy Cross' promotional materials emphasize that it provides "a Catholic education." Augustana College has active and deep-rooted Lutheran ties. This is not true, of course, of Washington College or Hampshire College.

These religious connections speak of diversity but they also speak of limits. While many young Americans feel strong religious ties, others do not. And the relevance of these ties today is often questioned. The religious connections can either be divisive, if denominational colleges teach that only one set of beliefs is correct, or coalescing, if the colleges present values as something for students to affirm or rebel against.

## ENDANGERED

Today, many small colleges are finding it difficult to maintain their standards, and even their existence. This difficulty raises the question whether these colleges are obsolete—small endangered forms of educational life belonging to an era now past. As CAPHE's Dr. Fuller poses the question: "What social good do we, in fact, supply?"

Small liberal arts colleges are often attractive, but are they luxuries we cannot any longer afford? If they cannot stand on their own feet, maybe they are obsolete in a world when huge colleges have tens of thousands of students and mass-produce higher education.

## REASONS FOR LIBERAL ARTS COLLEGES

Why then choose to attend an independent small liberal arts college with limited financial resources, a limited selection of courses, a small number of faculty members, a smaller and less diverse student body, and often a higher price tag? There are four good answers to this question.

### Diversity

First, small liberal arts colleges are diverse; and because they are private, they can experiment, innovate and select their own paths toward providing an education. They do not have to answer to a state legislature. In some instances, this might enable them to give an imaginative student more freedom and flexibility to grow. And because of their dedication to the liberal arts, they offer an important alternative to the professional and vocational schools and institutes.

Many young people do not want the cookie-cutter education they perceive they will receive at a state university. To study at Warren Wilson College in North Carolina, Hampshire College in Massachusetts or Heritage College in Washington State opens up entirely different experiences in each case.

An administrator at Le Moyne College in New York State said, "You can do things in a small school more swiftly and more effectively than you can in a large institution. The drag of the big institution is so great it requires enormous effort. The sheer size brings an immobility and it takes enormous energy to do anything. I think small colleges are very good to keep around."

## Teaching

Secondly, at independent small colleges, professors' prime function is to teach; students are not turned over to teaching assistants and graduate students (most such colleges have no TAs or graduate students). Senior faculty members build their careers and reputations as teachers, not as researchers or academic writers or experts hired to government and business consultancies. And they do not have graduate programs to absorb their time and attention. The lowly college student is taught by the professor.

Dr. Russell Edgerton, president of the American Association for Higher Education and a CAPHE trustee, says, "The real importance of liberal arts colleges is that there is an encounter between teachers and students that is potentially powerful."

The small liberal arts college can often provide a good if narrower education. As Martha E. Church, president of Hood

College in Maryland, says, "We are the places where the really good teaching takes place." She points to the number of graduates from smaller colleges who have gone on to receive Ph.D. degrees. Provost Hannah F. Goldberg of Wheaton College in Massachusetts says, "We offer personal attention. We do not have teaching assistants."

At Augustana College in Illinois, an administrator went further and said it has been suggested that universities should get out of undergraduate education. He said, "Small colleges take teaching seriously. It is being done seriously at Goshen and here and not being done in Madison or Champaign."

This distinction between large university colleges and small independent colleges is not totally clear. Pressures are growing on small liberal arts campuses to encourage, and even require, faculty members to improve their scholarship. More and more, scholarly publication is needed for promotion to tenure. Recently, one young faculty member had her tenure postponed because her work as a CAPHE project director had delayed for two years the book she was researching for publication.

## Personal Attention

Third, small colleges can provide students with more personal attention to their academic and even non-academic problems. They can give more importance to the individual and encourage students to become involved in the college community. For example, Bethune-Cookman College in Florida has set up a mentoring Challenger Program for freshmen; Hampshire College in Massachusetts created student-support systems in the dormitories, and Goshen College in Indiana formed an innovative Department of Collegiate Studies for students still undecided about what major to take.

### Proximity

And fourth, in many cases, a small local college is the only higher education facility near a potential student's home, making it preferable for economic and family reasons to get a college education there. It is estimated that 85 percent of American students attend college within 200 miles of their homes; thus, this fourth point is significant for many young Americans.

## THE IMPORTANCE OF PRICE

Compared to the cost of attending a state college, students usually pay a premium to attend a small liberal arts college. At such colleges, more of the costs must be covered by tuition and fees, and the per-capita cost of the college's overhead may well be larger. They often cannot afford to enrich their educational programs.

The small colleges with modest endowments will either attract young people who can afford to pay their way or the colleges will have to generate scholarship money to open their gates to the less affluent. Hood College's President Church notes that public colleges are full while private colleges have empty spaces because of their price tags, at which parents are balking today.

The cost of going to college increased by 64 percent (adjusted to inflation) between 1980 and 1985. Student financial aid tries to cover this price increase and must come largely from tuition income at CAPHE-supported colleges. This is called the "cost-aid spiral."

Many colleges recognize these realities and some administrators emphasize that their endowment income has a priority to be used for student financial aid. In a period when governmental student aid has been pulled back, the concept of college-based financial aid is important, even when resources are strained. To the student, it is important because it brings attending college within economic reach; to the college, it is important because there are not enough students whose families can afford to pay the entire real cost of a college education. But student aid has reportedly risen from 10 to 20 percent of college budgets; and that, over time, can damage an institution by making it impossible for it to grow in other ways, such as keeping faculty salaries competitive.

## MAKING THE CASE

Small colleges need more financial resources and therefore more productive fund-raising. For example, it is said that only about 23 percent of college alumni make donations to their colleges. A small liberal arts college cannot mount the fund-raising effort that a Harvard can, but it can learn to fund-raise more effectively and to help itself. Speaking of small colleges' importance and responsibility, President Thaddeus Seymour of Rollins College in Florida says, "We have a moral obligation for taking four years out of the lives of our students." He feels that liberal arts colleges can make a difference to the society at large. And he says, "Our country's diversity is the source of all its energy, all of its creativity."

The case for the small liberal arts college is credible and needs to be made. They have to prove that they contribute to young people's lives. And CAPHE can well be the catalyst that makes this possible. Certainly, CAPHE has a unique opportunity.

# OBJECTIVES OF CAPHE GRANTS

# 4. *Planning for the Stress of Change*

From the beginning, CAPHE sought to stimulate liberal arts colleges to use strategic planning to solve their problems on a long-term basis. Although in an era of serious change less than half the colleges in CAPHE's universe had a strategic plan, this approach was received with only mild enthusiasm. But repeatedly, where it was tried, it had a great impact.

CAPHE offered grants to help small colleges create a strategic plan. It set a standard that a college had to demonstrate that it was engaging in strategic planning before it could win a grant for more specialized objectives.

Among the changes these colleges had to deal with, the most urgent problem seemed to be the drop in the number of students because of the end of the post-World War II baby boom and the resulting shrinkage in the number of 18-21 year olds in the American population. It had been predicted that starting in 1979 this potential student population was going to decline by about 25 percent.

Another change facing liberal arts colleges was the pressure to shift toward a more career-oriented college education. The demand was for higher education that led to jobs and careers, and liberal arts studies seemed to many prospective students to decline in value. Small colleges vulnerable to the pressures of the marketplace had to find a balance between their traditional liberal arts mission and the growing insistence on redeemable results. How could they perform their liberal arts function and also meet the desires of their "clients," the oncoming students?

This consumer-driven demand was re-enforced by a new cry that a college education should be "assessed" and "evaluated" and colleges should find some means to measure the worth of an increasingly expensive college experience. CAPHE accepted the challenge of those who insisted on "assessment" of a liberal arts college education and offered grants to help those colleges that tried to assess the education they offered.

In addition to strategic planning and assessment, the other areas that CAPHE supports are market analysis, curriculum modernization and faculty development. These categories are wide enough to encompass a variety of ideas and intents.

In general, market analysis deals with the recruitment and retention of undergraduate students. Curriculum modernization ranges from utilizing new electronic technologies to accommodating new concepts and perceptions in a traditional curriculum, for example the growing interest in teaching about other cultures as well as the dominant American culture. Faculty development includes the preparation of faculty members to use the new computer technology or to familiarize themselves with other cultural viewpoints so that they can teach them in their courses.

In its regular grants program, CAPHE has made 139 grants—32 grants for strategic planning, 40 for marketing, 21 for curriculum development, 24 for faculty development, 12 grants for institutional assessment and 10 for teacher education.

CAPHE strategic planning grants have gone to some small colleges that are adequately endowed and are potentially especially useful to those that are financially fragile. Today, many colleges are fragile because they are squeezed between rising costs and salaries and the competition from public institutions that can charge less for tuition. The small college is certainly not the most economical way to package education.

At the 1989 CAPHE conference for grantees, CAPHE's president-designate, Dr. Jon W. Fuller, pointed out that no good studies have been done on the elasticity of small college tuition pricing. What will be the effect on enrollment if a college raises or lowers tuition; how much can a college raise its tuition? Some colleges have raised tuition and actually found that the number of applications has gone up because the public regards tuition as a measure of quality. One college president at the CAPHE conference cited a college that raised its tuition by 12 percent and filled its freshman class five weeks early. But, Dr. Fuller added, generally when tuition prices go up, applications decline.

One technique to avoid excluding less-affluent students is to raise tuition and discount it for students who cannot afford the new rates. But when a college raises tuition, it does not know in advance whether potential students will be attracted by such discounting; experience shows that it still usually loses some candidates to less expensive state institutions. Dr. Fuller concluded, "We can't compete on price."

Skidmore College in Saratoga Springs, New York, is an example of a college that saw the need for strategic planning. With a $10,000 CAPHE grant, Skidmore created a Commission for the '90s to study its own problems. Karl W. Broekhuizen, vice president for business affairs, told the 1989 CAPHE conference that 16 years ago Skidmore's accountants had advised that the college could not make it financially and that it be closed.

Today, the college still persists but with a host of problems: It has to step up fund-raising because the trustees have capped both tuition and the size of the college. Its faculty tends to follow students' career-minded desires rather than to lead; in response, the college is trying to impose an on-campus service requirement on the students. And it is losing faculty members to institutions that are not forced to set such a heavy teaching load. David W. Marcell, provost and vice president for academic affairs, says, "The faculty is feeling very stressed." The Skidmore Commission for the '90s began meeting in February 1988 to try to produce a report that will recommend solutions.

Strategic planning grants have also attracted colleges with special characteristics that need examination. For one dramatic example, Cornell College in Mount Vernon, Iowa, is one of only two colleges that are organized to let students take one course at a time. Founded in 1853, Cornell is associated with the United Methodist Church and has about a thousand students. It adopted its unusual academic calendar in 1978. Charlotte A. Vaughn, director of institutional research, told the 1989 CAPHE conference that its $23,102 CAPHE grant enabled it to conduct surveys to assess its one-course-at-a-time format.

Cornell's CAPHE-funded surveys have produced the following findings: The faculty believes that the one-course program results in better student attendance, and two-thirds of the faculty is enthusiastic. Some of the faculty complain about work loads, partly because enrollment has increased by 46 percent. Alumni who graduated since 1978 tend to say that they learned how to use time well and would go to Cornell again. But the attempt to survey current students has been a failure and Cornell administrators want to learn how other colleges assess student outcomes. Cornell hopes the findings of its strategic planning surveys will be useful to colleges that want to explore alternative academic calendars.

Colleges still need help with strategic planning. Among this year's grantees is Presbyterian College in Clinton, South Carolina, which received $42,125 from CAPHE for planning. Its president, Kenneth B. Orr, says, "This grant will integrate research and planning in nearly every administrative area." Presbyterian will use the grant for a mid-course evaluation of the six-year plan that is guiding development through 1992.

CAPHE encourages colleges to identify their own most urgent problems and to present proposals to solve them with CAPHE's help. College administrators repeatedly say that this flexibility has been one of CAPHE's most attractive and useful features. At the same time, CAPHE also has supplied the stimulus for recognizing and meeting change. "We are so enclosed in our ivory tower and don't see the need for change," says Sister Kathleen Kelly, dean of Mount St. Mary's College in Los Angeles. "CAPHE grants revitalize looking at problems and doing something about them."

# 5. Marketing

The end of the post-World War II baby boom and the resulting decline in the number of 18 to 21 year olds have been recognized by most college administrators. They witnessed a declining demand for places in liberal arts colleges. For a time, the drop in the number of young people eased off, but now it has begun again in earnest. These declines forced administrators to explore new ways to keep their colleges alive.

Forty of these marketing explorations have been aided by CAPHE with a total of $1.5 million in grants. CAPHE's staff regards this as one of its distinctive contributions. This chapter demonstrates the variety of uses that specific colleges made of these grants.

Many college administrators moved, sometimes with CAPHE's help, to meet the challenge of the demographic changes that threatened them. To maintain the size of their student bodies, they threw their recruitment nets further. They welcomed "non-traditional" students, which often meant older adults who had missed going to college or interrupted their studies. And they pressed against the margins of preparedness for college studies by accepting less well prepared students and then seeking to supplement their pre-college preparation.

CAPHE determined that, rather than declining 25 percent, between 1978 and 1987 the (fulltime equivalent) enrollment in the colleges actually rose by 3.5 percent. But as a consequence, the average age of students attending colleges in the CAPHE universe rose significantly.

In essence, to overcome the shortage of potential students, colleges have had to broaden their concept of what students are and they have had to adopt new marketing and recruiting policies and techniques.

## The Meaning of CAPHE

Traditionally, American college students have been in the 18 to 21 age bracket, graduates of high school and proven able to do college work by passing a variety of tests. They have also, for the most part, been able to pay their own way, or a significant part of it, through family savings or their own efforts.

Recognizing that small colleges must improve their marketing strategy, information and techniques, CAPHE sponsored a monograph on the subject by George C. Dehne, an independent marketing consultant. The monograph makes one telling point when it says that the new element in academic marketing is the concept of altering the product (the college) to meet the findings of market research. The monograph will be a primer on marketing based on the experience of the marketing grants CAPHE has made. Publication is expected early in 1990.

At the 1989 CAPHE conference, Dehne said that most students do not know how to choose a college. "We haven't told them and helped them find us." He said higher education is an intangible, but people look for tangible evidence that it is worth buying and that they should pick one college over another.

Small colleges have essentially two marketing challenges. One is to attract students to a particular college over others, often over state and large private universities. The other is to attract to higher education people who are qualified but had not considered college a possibility.

## HERITAGE COLLEGE

An example of a CAPHE grant that helped a college identify its students and potential students was the grant made to Heritage College at Toppenish, Washington. The college is located on the Yakima Indian Reservation among the hop fields in the rural lower Yakima Valley.

Heritage College is set in a county that has the highest unemployment rate, proportionately the most welfare cases and the highest pregnancy rate of any county in the state. Of the valley's population of 81,000, 35,000 are Hispanic migrant farm workers who have settled down at the northern end of the long migrant trail that begins in Texas.

Fifty percent of the valley's people live below the poverty level. For example, one woman, Magdalene Fuentes, gets up at 4 a.m. to cut asparagus and then attends college classes; she is determined to become a teacher.

Heritage College was started in July 1982 at the initiative of the local Native Americans. About half of its students are Native Americans and Hispanics and most of the other half are "Anglos," with 3 or 4 percent Asians and blacks. CAPHE helped Heritage College's president, Sister Kathleen A. Ross of the Order of the Holy Names of Jesus and Mary, define the key issues for the college. With matching funds donated by the Burlington Northern (railroad) Foundation, the college surveyed potential and current students.

Heritage determined that its students' average age was 35 and its oldest student receiving a degree was 64. High school students demonstrated the least interest in attending Heritage for several reasons: Racial and ethnic prejudice exists in the local population; the college is regarded as an Indian school, and it is a very new college without an established reputation. The study showed that the college was not well known, so Heritage went to work, and by the summer of 1988, 90 percent of the people in the area knew its name.

As a result of the CAPHE-supported study, Heritage focused its recruiting of students on women in their twenties and thirties who were in middle or lower-level jobs and had the motivation to go to college. This was not a traditional student population. Native Americans and Hispanics showed more interest than did local white adults.

Heritage also extended its recruiting to the city of Yakima in the "upper valley," and now 25 percent of its students come from the city. This required planning a transportation system to bring students from the city to the campus. In part because of these studies, Heritage College now has nearly 400 students.

## HOOD COLLEGE

In recent years, many colleges, like Heritage, have had to accept "non-traditional" students. One major category of them is the older student. Hood College in Maryland, for example, is a fairly elitist women's college that has recently opened its doors to older residents of the area who have not gone to or not completed college. Founded in 1893 by the Reformed Church as the Women's College of Frederick, Hood has wanted to remain a college for women. But in 1975 it took on a second mission to serve local students, both male and female, who live in a 50-mile radius. By now it has 646 full-time residential women students and 454 local commuting students of both sexes.

In the 1980s, Hood College's biggest problem was to maintain a steady rate of residential freshmen enrollment; the size of its freshman classes had experienced a puzzling roller-coaster ride of ups and downs. In 1986, with the help of a $43,000 CAPHE grant, Hood sought to assess its strengths and weaknesses and plan new enrollment strategies. The grant was matched from a trust fund that had invested in the college for 50 years.

The college administration wanted to know how the college was perceived by current freshmen, admittees who chose to go elsewhere, those who inquired but did not apply, and black, older and especially bright students. One survey determined that the college was projecting a fuzzy picture partly because of its dual nature and partly because it was promoting itself too comprehensively. It did not emphasize strengths.

Hood College leaders were self-conscious about the fact that Hood did not have a Phi Beta Kappa chapter. Their college was in the Guinness Book of Records because 22 women students staged a 44-hour and 30-minute outdoor hockey marathon in 1987; but that did not seem to fill the void.

With its CAPHE grant, the college learned to highlight its strong biology program and its proximity to the National Cancer Institute. It began to promote its best teachers. It told prospective black students "the sacrifice is worth it." The college also determined it needed to strengthen its liberal arts core curriculum; and it needed to emphasize its closeness to Washington, D.C., by establishing a physical presence there.

Hood College decided to differentiate between its traditional college students and its non-residential evening students. The CAPHE grant, says Vice President Douglas Peterson, "made an extraordinary difference; it taught us how to think about ourselves." Or as President Martha E. Church put it, "We needed to clean up our act. We've repositioned ourselves and now are looking at a tougher market. CAPHE was a catalyst for us."

## ROLLINS COLLEGE

Many colleges are reaching out beyond their normal recruitment area for possible students. Rollins College in Winter Park, Florida, has traditionally received most of its students from Florida and from the Northeast and is more than 90 percent white. In 1979, after the arrival of President Thaddeus Seymour, Rollins tried to revise its image as a "fun-in-the-sun" or "tennis" college by abolishing popular majors in communications and business. Until that time, one-third of Rollins' students majored in business. Rollins re-emphasized its role as a liberal arts college and restored classics to the curriculum. (President Seymour had another reason: He wanted Rollins' small graduate business school accredited.)

In 1985, Rollins was accepting 72 percent of its applicants; by 1988, it was able to select only 47 percent.

Rollins received an early CAPHE grant of $31,600 in 1985 to study the changes in demographics of its potential student population and how variations in tuition levels would alter freshmen applications ("the elasticity of tuition pricing"). The grant permitted the college to identify possible marketing areas and study in a systematic and methodical way what works, and what does not, in recruitment.

Rollins observed that the drop in the youthful population had been less severe in the Southwest than the Northeast and shifted its recruiting more heavily, through "feeder high schools," into cities like Atlanta, Louisville, New Orleans, Dallas—and even San Francisco. Its CAPHE grant helped it open these markets.

Similarly, in Virginia, Randolph-Macon College used its CAPHE grant in part to increase marketing efforts in Florida, Georgia and Texas. With the aid of its grant, the college was able, using alumni volunteers, to recruit more out-of-state students. As colleges, like Rollins and Randolph-Macon, decided to recruit in the Sunbelt, they extended their reach and entered each other's turf.

But Randolph-Macon's President Ladell Payne says, "If we really believed that we could get as many top quality students from our traditional marketing area as we would like to have I don't know what would prompt us to get on our horse and ride out further. I don't know how much diversity there is in getting students from Georgia as opposed to Virginia. When I think of diversity, I think of Oriental students, I think of minority students."

Rollins also searched for new categories of students to recruit and sought to increase the number of students from public schools and the number of males who apply. David Erdmann, Rollins' dean of admissions, asserts that this study would not have been done without the CAPHE grant.

The grant also enabled Rollins to open an Office of Institutional Research, to undertake an extended study of attrition (students 1,000 miles or more from home are the most likely to drop out), and to survey alumni perceptions of how the college had helped them develop skills useful in their post-college life.

A CAPHE-funded study discovered that Rollins had increased its tuition more than most colleges. It was still competitive with private colleges in Florida and less expensive than the price leaders in the Northeast. But, David Erdmann said, "We can't afford to be much more expensive." He was concerned not only about the college's accessibility to middle-class students but about the possibility of losing enrolled students. Rollins is struggling to maintain and improve its present retention rate of about 60 percent, which is relatively high for small liberal arts colleges.

Rollins has a rather affluent student body; only 25 percent receive financial aid. Almost half of its students come from private schools. It found that it was losing the children of middle-class families, while it had a high percentage from families with income over $150,000. Its small percentage of minority students worries some Rollins administrators who feel that white students need minority classmates to acquaint them with the real world. In response, a Rollins parent donated $100,000 to study and improve the college's ethnic and socio-economic diversity. Rollins' sophisticated CAPHE-supported outreach to maintain its student body has been highly successful.

## GOSHEN COLLEGE

Some colleges have studied the student market with CAPHE's help and discovered they could stick to the same category of students they had sought in the past. Goshen College in Goshen, Indiana, is an attractive small college founded in 1894 by the Mennonite Church which has deep roots in the rural Midwest. The Mennonites are German-Swiss people who stayed with the land, although in recent years more have shifted from an agricultural to a professional life.

By 1985, Goshen was experiencing its fifth year of declining enrollment. The full-time student body in the late 1970s had numbered 1,185 and by 1985 was down to 863; it is now back up to 985. Goshen's president, Dr. Victor E. Stoltzfus, saw the need to build a marketing strategy.

## The Meaning of CAPHE

A $47,000 CAPHE grant made it possible for the college to prepare a "marketing rescue effort" and to involve the faculty in the process. Mrs. Alice Roth, executive vice president of the college, says, "We were simply not able to do it out of operating funds because the money was not there and because the faculty was not convinced."

Goshen College was one of CAPHE's first 28 grant recipients in 1985. That CAPHE chose Goshen was very meaningful on the campus, where the usual feeling was to depreciate the college because it was mid-western, small, church-related and liberal arts. "CAPHE came along at a very auspicious moment for us," says Dr. Shirley H. Showalter, chair of the Department of Collegiate Studies and the first CAPHE project director. "Even the faculty recognized that something had to be done."

With the CAPHE marketing grant, matched by the Lilly Endowment of Indianapolis, Goshen did five coordinated image studies; it surveyed student satisfaction and questioned the alumni. A marketing survey identified the college's prime competitors; and on that basis promotional materials were prepared. General mailings were eliminated and interested potential students were identified and pursued individually.

Goshen College knew that increasing numbers of Mennonite young people were leaving the farms and going to non-Mennonite colleges. But still, less than half of Mennonite youth went to college. When Goshen explored recruitment with its CAPHE grant, it discovered, much to its own surprise, a still substantial untapped reserve of Mennonite high school students who were only beginning to think of going to any college at all. They were ripe for a Goshen College recruitment program.

The college identified a number of reasons for the drop in enrollment: Mennonite farmers found it harder to pay for college; the gap between the cost of public institutions and private ones was widening; the church was not paying sufficient attention to its youth; the amenities and "hotel aspects" of college had become more important; other colleges were promoting themselves more intensely.

Goshen decided to focus on recruiting Mennonite students and not to undertake a major recruitment effort outside the Mennonite community.

The administrators felt that it was less expensive to bring Mennonite recruits to the campus and that Mennonite students had a higher retention rate to graduation.

"It has been hard for us to communicate what we are to non-Mennonites," says Rich Gerig, director of admissions, whose title was changed last summer to director of enrollment and marketing. Although the Mennonite Board of Education only requires that its colleges be 65 percent Mennonite, 75 percent of Goshen's student body are still Mennonites.

President Stoltzfus involved faculty members in recruitment; working through high schools and alumni, they brought prospective students to the campus. As a result of the campus debate generated by the CAPHE grant, the college created an innovative Department of Collegiate Studies for students undecided about their majors. CAPHE helped fund this Department of Collegiate Studies, which made it possible for every student to have "a departmental home right off the bat." Within a year, freshman enrollment had increased by 49 percent. The college again had a student body of about a thousand.

The CAPHE grant was one of a constellation of changes happening at Goshen as the college worked out how to exist in a kaleidoscopic world. For example, the college had no major in business in the 1970s, but today this is one of its most popular departments. It is now acceptable to be a business major at this church-owned college; attitudes have loosened up under the pressure of change. (Goshen adopted the opposite strategy from Rollins College's elimination of its business major; each college was trying to meet the needs of its perceived students.)

In the same period, Goshen closed its department of home economics and its major in French (but kept a minor in French). As a result of such changes, in 1986 six faculty members were forced to take early retirement, leaving a residue of resentment among some of the remaining faculty.

Dr. Showalter later wrote, "The idea that market planning could lead to the discontinuation of certain departments and termination of faculty was very threatening." And when faculty members were dropped, she added, "Fears that marketing destroyed collegiality and encouraged turf building appeared to have a valid foundation for a significant number of people."

"It was a competitive grant so you had to have some creativity. It changed the faculty culture," said President Stoltzfus. Before that, the faculty had looked on promotion as beneath its dignity and one department could not be promoted over another. President Stoltzfus believed the college had to promote its strongest departments and chose four to promote with CAPHE funding. The other departments were allowed to compete for promotional mini-grants.

The CAPHE grant, concentrating on how to attract students to the college, "made us keep asking for the student point of view without being student-driven," said Professor Delmar Good. And CAPHE made it possible to give faculty members free time to visit high schools and recruit.

Earlier, the college had been sent students by its constituency; but times had changed. Badly hit was Goshen's division of nursing, which had attracted 25 percent of Goshen's student body in the 1960s and '70s. Nursing graduated only 36 students in 1988, and only 18 in 1989. As throughout the country, young women were turning away from nursing careers because they have new better-paying choices today. But Professor Anna Frances Wenger, director of Goshen's division of nursing, says, "There is so much room at the top in nursing. We haven't told that story well enough." CAPHE funds helped pay for a "Discover Nursing Weekend" on campus and a "Shadow a Nurse" program under which high school students could do just that in a clinic or doctor's office. Goshen made CAPHE-dollars go far.

Professor Doyle Preheim, chair of the music department, won one of the CAPHE sub-grants available to departments that President Stoltzfus has not chosen for promotion. Preheim led an effort to recruit students who did not necessarily want to major in music but had an interest in music. The college offered music scholarships to prospective students who planned to major in other fields but would participate in the college music program. Goshen now has only 47 music majors but it has 300 students who are involved in musical activities. Goshen was not trying to build a music department but a college.

President Stoltzfus wrote CAPHE, "We are very grateful for what CAPHE has contributed to Goshen College. We have regained our competitive edge and have the first enrollment turnaround in the past decade." Alice M. Roth, the college's executive vice president, said, "CAPHE has been good to us and for us."

## AUGUSTANA COLLEGE

Augustana College in Rock Island, Illinois, experienced a serious decline in the enrollment of its traditional Lutheran students. The college had been founded in 1860 by Lutheran clergy to educate Swedish immigrants, but in recent years it needed to replace its shrinking market by reaching out to new groups. A respected college of 2,335 students with a relatively high retention rate of 61 percent, it was also known for its top-flight small college football team. It had a lot going for it despite the drastic decline of Illinois high school graduates and the economic depression of the industrial Quad City area on the Mississippi River where the college is located.

Augustana College received an early CAPHE grant of $19,950 and later was given a supplemental grant of $35,170—a unique occurrence. In the spring of 1985, Augustana began to develop a comprehensive marketing plan. It surveyed faculty, staff, freshman applicants who came to Augustana and those who went elsewhere, and people who inquired about Augustana and did not apply. And it involved the faculty in recruitment, as well as improving college-wide communications.

In this process, Augustana learned that it should, in its marketing materials, play down the pretty pictures of magnolias in bloom and wide green lawns and emphasize what Augustana graduates have done, and can do, with the education they receive at the college. It showed "outcomes," specific, real-life Augustana graduates who had become Ph.D.s, medical school graduates, holders of important corporate jobs. As a result of the new approach, the number of applicants for the 575-person freshman class rose from 1,400 to 2,000. And Augustana's student body is more diverse, one-third Lutheran, one-third Catholic and the rest from other backgrounds.

The Augustana experience was similar to that of other colleges that have learned to play up "outcomes" in their recruiting materials, on the premise that people today want to know what "added value" a college can supply.

Augustana is dependent on enrollment income because it has an endowment of only about $20 million. Its board was not organized as a source of funding for the college. Partly for those reasons and partly because of major re-organizations going on in the Lutheran Church, Augustana also wanted to re-examine its relationship to the church. CAPHE gave the idea a significant endorsement and made this re-evaluation possible. Augustana's president, Dr. Thomas Tredway, an historian by training and former dean of Augustana's faculty, says, "The CAPHE grant enabled us to get hold of our own destiny in this matter."

Actually, this was finally achieved without spending CAPHE funds, because the Church acted swiftly; and the CAPHE funds were allocated to the marketing aspects of the grant. But Augustana's leaders believe the CAPHE endorsement was influential in obtaining changes in its form of governance. The college was able to arrange a more open plan for board membership to include non-Lutherans without changing its relationship to the church.

Since the time of its CAPHE grant, Augustana believes it has benefited from the rising tuition rates of the "flagship private colleges." Its applications have risen while theirs have declined. At Augustana, it is felt that part of the reason is price; some people are asking why is it necessary to pay $20,000 a year to attend Northwestern or Vanderbilt, when they can go to a college like Augustana for $12,000. CAPHE opened the window at Augustana and enabled the college to get to know itself.

## MARKETING AT HISTORICALLY BLACK COLLEGES

Other colleges have been even harder hit by demographic changes. One group affected severely has been the Historically Black Colleges (HBCs), which not only have been touched by the end of the baby boom but have also been stripped of many of their most highly qualified student candidates (and faculty) as predominantly white colleges have accepted more black students.

A clear-cut example of this demographic pressure has been Paine College in Augusta, Georgia. Incidentally, Paine has sought to be interracial and has been the site of considerable interracial activity. It has recruited white faculty but has not attracted many white students. According to Dr. Julius S. Scott, Jr., president of Paine, it used to maintain high academic standards and its graduates include diplomats, doctors, lawyers and clergymen. Novelist Frank Yerby is one well-known alumnus. But in recent years, Paine has had to lower its standards because, Dr. Scott says, white colleges have opened their doors to black students and offered the best of them attractive scholarships. Dr. Scott says simply, "They can outbid us."

## BETHUNE-COOKMAN COLLEGE

CAPHE has helped Bethune-Cookman College of Daytona Beach, Florida, which has faced these same problems. This Historically Black College (HBC) received a Primerica-sponsored CAPHE grant in 1986. The college was founded as a school for women in 1904 by Mary McLeod Bethune, who became a nationally known black leader in education and an advisor to President Franklin D. Roosevelt. She lived and is buried on the campus. Since 1923, the school has been co-ed and associated with the United Methodist Church, and in 1928 it became Bethune-Cookman College. More recently, it has been endangered by the opening of white colleges to black students.

The survival of the Historically Black Colleges, Bethune-Cookman's President, Oswald Bronson, believes, is "one of the great miracles." President Bronson is a graduate of Bethune-Cookman, with a Ph.D. from Northwestern University. He says the black colleges have to prove that they still have a contribution to make to the society. He asserts that making the black community stronger serves the whole society and that Bethune-Cookman serves by bringing into the mainstream of America black students who did not receive proper high school preparation. Ninety-two percent of the college's students receive financial aid. Some come from severe economic deprivation and welfare families and go on to make important contributions to the country. President Bronson says, "We find gems in the rough who become doctors and lawyers."

With CAPHE's help, President Bronson has tried to follow an aggressive recruitment policy. The college has offered scholarships, sought out high school guidance counsellors and pursued high-achieving black high school students. The college has worked hard to acquire scholarship money and Bill Cosby contributed $700,000.

CAPHE, according to Mrs. Shirley B. Lee, assistant to the president for planning, not only gave a financial grant but gave the college a needed push to attack its problems. She said, "The president of the college got very involved and we offered Presidential Scholarships." The CAPHE grant spurred the development of a marketing strategy to raise the quality of the student body, a retention strategy and the creation of financing authority to keep the college afloat by requiring students to pay what they owed the college.

Recruitment techniques were used to attract high achievers: High school students with a 3.5 average and SAT scores of 1,000 were invited to one of ten Presidential receptions during the academic year. If they entered Bethune-Cookman, they were designated Presidential Scholars. The present freshman class contains six of them. A pre-college Basic Skills Program was established for students who showed a need for help with speech, math, writing and reading.

Although in the past more than 90 percent of the student body came from Florida, a new recruiting strategy reached outside the state to Georgia, Illinois, New York, Pennsylvania and Michigan. And recruiters went into Florida counties that had not been scouted recently. They visited schools in Puerto Rico, the Virgin Islands and the Bahamas. And alumni groups in Texas and California were put to work.

The combination of tuition and fees at Bethune-Cookman is $4,134, and 52 percent of the money used to manage the college comes from student tuition. Money is very tight. President Bronson hopes that in the future CAPHE can help colleges like his assemble more unrestricted money for scholarships.

## MARKETING AT OTHER COLLEGES

Marketing action to repair the damage caused by the loss of students has created new problems at several colleges, and CAPHE has moved to help them. When colleges have admitted older students to fill the ranks, tension has sometimes arisen between the traditional students and the older students. CAPHE has recently given grants to deal with this problem.

Salem College, a 200-year old college in Winston-Salem, North Carolina, received a $19,160 grant this year to study the recent influx of older women and the creation of two quite different student bodies. Tensions resulted because traditional students feel that the older students are diverting faculty attention and college resources. President Thomas V. Litzenburg, Jr., calls it an "intergenerational conflict." It surprised the college administration, which, with CAPHE's support, is trying to help the faculty develop methods to handle it.

Otterbein College, 12 miles from Columbus at Westerville, Ohio, has developed a similar problem as the city's population closed in on the college. Otterbein was begun in 1847 by the United Brethern Church and is now affiliated with the United Methodist Church. It has 1,500 fulltime undergraduates and 800 parttime older undergraduates and nearly 100 graduate students in education. In 1989, it received an $18,875 CAPHE grant to study the impact on the traditional college students of the older students, who are overwhelmingly female and go to classes mostly at night and on weekends. The traditional student body opposed the arrival of the older women until the weekend college was opened. Otterbein has become a 14-hour six-day-per-week college. It hopes its CAPHE grant will help it find ways to deal with its two student populations.

Elmhurst College in Illinois also received a $33,074 CAPHE grant this year to study the impact of a second student population of adults.

Minority students are another category of students who are filling the ranks; many colleges are recruiting them more vigorously than before. At St. Joseph's College in Jersey City, New Jersey, these are both black and Hispanic students. At Mount St. Mary's College in Los Angeles they are in good part young Hispanic women. Many of these students are less well prepared academically and less able to pay the costs of college.

They strain a college's financial aid capacity; and sometimes they are forced to drop out. These issues are treated in Chapter 11.

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CAPHE-grant colleges are sharpening their recruitment efforts in several ways. They are targeting high schools with potential students. They are involving the college president and members of the faculty in active recruiting. On some campuses, this has precipitated problems with faculty members who believe it is not their job to sell the college. These faculty members often feel that they are already carrying excessively heavy teaching loads without adding more responsibilities. But more faculty members have been cooperative and effective, especially in attracting students interested in their own academic fields. CAPHE believes that recruiting students is an institution-wide responsibility, not confined to the admissions department. Generally, efforts are being made to turn teachers into able recruiters.

Colleges have also used marketing firms to gain "expertise" in recruitment techniques. They have learned to survey people who inquire about admission, who decide to apply, who are admitted, who choose to go to college elsewhere—and the parents of members of these groups. As a result of such investigations, they have learned to build on and promote their strengths as academic institutions.

An example of this was the $32,900 CAPHE grant awarded in 1986 to Furman University in Greenville, South Carolina, to survey prospective students, their parents, admitted applicants, alumni and local prospective students to determine why they had decided for or against Furman. They were asked their feelings about Furman's identity as a Southern Baptist college, its size, its supplying individual attention to students, and its cost. The goal was to attract more students with strong academic records; and in the following years, the number of freshman applications increased and the freshman average SAT score rose.

## The Meaning of CAPHE

The College of Wooster, a Presbyterian-affiliated co-educational college 60 miles from Cleveland, Ohio, used a $20,000 CAPHE grant for similar surveys in 1987 to determine the college's appeals to specific groups of potential students. At Wooster, a special effort was made to attract black students by involving black faculty and seniors in recruiting.

This kind of market research has led to determinations of what attracts students to a college and efforts to meet students' wishes. In an era when many college-aged Americans are primarily career minded, this has been a force pushing in the direction of pragmatic and career-oriented curricula and away from traditional liberal arts.

The overall story of CAPHE's contribution to colleges' attempts to present themselves to both their traditional and to new categories of prospective students is unquestionably positive. CAPHE has provided funding, guidance and stimulus for colleges to analyze their recruiting problems and to solve them. It has made a difference on a substantial number of campuses.

# 6. The Shocking Attrition of Students

One of the most serious problems facing colleges across America is the attrition of students. At most small liberal arts colleges, the majority of students do not obtain a bachelor's degree from the college. Some, of course, transfer, for a variety of reasons; but most non-finishers quit or are dropped and never graduate from any college.

This is serious because it means that in some way the college has failed to serve the students who leave or are asked to leave. The student had chosen the college in question and the college had decided the student was qualified to do the work successfully. But conditions changed. The reasons can be financial, academic, environmental, or the revision of individual objectives.

To some significant degree, the students who leave are not finding their educational aspirations fulfilled at the college. If the student's ability or attitude proved wanting, the selection or the supervision process must be re-examined. Unfortunately, the situation is often confusing because neither administration nor staff knows how to measure retention rates or why the students quit. They do not know how the college failed.

From the viewpoint of the college as a financially viable institution, the lost student has to be replaced—another student recruited—which involves effort and expense. It is more expensive to replace a student than to retain one. This is not unlike the military services which sign up only a small proportion of first-termers for a second enlistment and have enormous recruiting costs. In an era when students are in relative short supply, losing students already recruited can place an unacceptable burden on a college.

## The Meaning of CAPHE

Attempts to obtain information about retention are difficult on most campuses, and colleges have so many variations of retention figures, collected on all kinds of different bases, that comparisons are useless. CAPHE might help institutions to set standards for such data and their collection.

Clearly, colleges are constantly reinventing the wheel over retention. They seem to discover the issue when recruitment becomes more difficult; they wonder why students are dropping out and leaving holes in their enrollment statistics that have to be filled.

Then, they discover that they do not know the answers; no data exists because the "exit" process has been haphazard. Most students who depart do not leave a trail of reasons for leaving or their future whereabouts, in good part because they are not asked for them. Some colleges have begun to try to collect such data from recent and current departures. These colleges conduct surveys about student satisfaction and set up early warning systems to try to anticipate and reduce attrition rates. They analyze the figures they collect to see which students tend to leave and which tend to stay. One college, for example, determined that SAT scores are no predictor of staying power, but position in the high school class may be.

## HAMPSHIRE COLLEGE

Hampshire College in Amherst, Massachusetts, used a CAPHE grant of $33,300 made in 1985 to attack a severe attrition problem that it could neither define nor solve. The grant enabled it to hold a series of forums and discuss retention of students in a systematic way. The college had relaxed rules about students taking a leave from their studies, and only 45 percent of them graduated after six years. This was recognized as educational waste, even though the belief was that a vast percentage of students who left would continue their education elsewhere. Now 55 percent of its students graduate from Hampshire.

Hampshire took its retention problem seriously because it is expensive to replace students and, one faculty member said: "It is demoralizing for the faculty; it's demoralizing for the students—to have people leaving all the time."

Founded as recently as 1970, Hampshire faced dark days in 1982-1984 when its enrollment fell from about 1,200 to 950 students. Because of this attrition, Hampshire decided in 1984-85 to reduce the size of its freshman class and to increase its selectivity. It cut off the high-risk students and reduced its acceptance rate from 80 percent of applicants to 50 percent. Dean Penina M. Glazer said, "We're looking for students who can respond to our kind of education—creative but rigorous." A systematic marketing effort eliminated many high-risk students and still increased the pool of applicants, so that enrollment returned to the 1,200 level. Dean Glazer says, "It took a president who believed it could be done."

The CAPHE grant played a serious part in this process. The legitimizing of the problem by the support of an outside organization was important in the eyes of faculty members, some of whom were reluctant to recognize that things were going badly. And the fact that the CAPHE money was earmarked for this specific purpose gave the administration leverage. Professor Frederick S. Weaver said, "They were dollars nobody else could lay claim on."

Hampshire developed a new admissions strategy, hired a new director of admissions, created new publications, brought groups of high school guidance counsellors to the campus for 24-hour visits. The college emphasized what its students did rather than the radical style of a Hampshire education. Professor Weaver said, "We showed them it is not only 'come do your own thing.'"

Hampshire's approach to higher education needed explaining, because the college, which was founded, philosophically at least, by the other colleges in the Amherst area, has a special approach. At Hampshire, students work their way through three "divisions." In the first, they study what would be regarded in most colleges as "distribution" courses. Division II consists of their major, and Division III is devoted to a special faculty-approved project that concentrates each student's knowledge and skills on a major academic undertaking.

In addition to its new admissions effort, the college also put new emphasis on faculty advising of students. A responsibility to advise students is now explicitly a part of a faculty member reappointment or promotion. Dean Glazer says, "Advising is one form of teaching." The promotion of one highly regarded teacher was postponed because he did not fulfill his obligation to advise students. According to Dean Glazer, "That was a very big signal to the faculty." And Professor Weaver added, "Even students who leave here leave in better shape" because of the help of faculty advisors.

Hampshire began doing research on student retention. It found that women students left at a higher rate than did men. Students who transferred into Hampshire tended to stay. And students receiving financial aid stayed. A higher retention rate also correlated with higher SAT scores, especially in math.

Roberta Stuart, director of central records, said the CAPHE grant stimulated her to think about how to make the college a place where students would want to stay. The college tried a number of variables to improve retention, but found it difficult to know which variable worked. It created milestones of accomplishment in Division I to give students a sense that they had achieved something along the way. It added extracurricular programs for first-year students to give them a greater sense of belonging to the college community. Students in Division II began to make a contribution to the outside community, organizing some activity in town or tutoring in nearby communities.

The residential side of college life was buttressed and faculty members led programs in the residential halls. For example, Professor Alan H. Goodman became Director of Academic Life for the 200-plus students who live in Prescott House. At Prescott House, he is available to students to discuss their anxieties, and he develops groups of students with similar academic interests, especially since Hampshire does not have a system of majors. He creates situations that bring the residents of Prescott House together.

These needs occur also in the academic side, according to Dr. Ruth G. Rinard, associate dean of advising. Since Hampshire has no set curriculum, students need guidance to make informed choices. Following the CAPHE grant, the college has given more thought to how advising works. Student and advisor are matched by interests and learning styles, and a student is free to switch advisors at any time. Dean Rinard believes advising has improved but still needs to be developed to be supportive of students who need support.

With CAPHE's help, Hampshire set out to improve its retention record and succeeded.

## HOLLINS COLLEGE

Hollins College, a women's college in Roanoke, Virginia, claims it improved retention rates when it gained a better understanding of the students it was working with. Hollins used its 1985 CAPHE grant, which primarily sought to improve marketing research, to determine who its students are, what their expectations are and which ones persist to graduation.

As a result, the college developed new recruitment and retention strategies. It changed its career counseling, added to its financial aid and developed academic counseling. "CAPHE came at exactly the right time," says President Paula P. Brownlee. Interested in students' mental and character development, she believes students are less committed today; they are more interested in social interaction.

She also determined that the majority of Hollins' faculty members were not as invested in the interdisciplinary aims of the liberal arts college as they are in their own academic discipline, status and publishing. The CAPHE grant, of which Sandra J.

Lovinguth was the project director, gave the Hollins administration added credibility with its own faculty; "It was very important to have the outside endorsement from a national organization," says President Brownlee. Several trustees even helped match the CAPHE grant.

In a report to CAPHE, consultant Peter A. Topping in August 1988 said "the Hollins College CAPHE project was a resounding success," although he judged that the retention goals of the project were "not fully achieved." He found no evidence of an overall retention plan.

In the area of retention, the Hollins' project had two objectives: to understand students' expectations and to define the characteristics of persistence. Students were tracked from applicants to the college through to the younger alumni. The study wanted to determine why some students leave and why some come back. President Brownlee decided about the students: "There is nothing wrong with their brain; the problem is motivation."

Hollins has made less progress in determining the characteristics of persistence. Advisors try to help students think through how they spend their time outside the classroom. Leadership training is provided and volunteer work encouraged; 30 percent of the students are now involved in the community. Of the CAPHE grant that helped make this possible, Brownlee says, "It was more than helpful. Without it, credibility would have been much lower." The faculty saw that it was possible to research student characteristics. Brownlee comments, "Higher education is awfully good at identifying problems. Getting solutions is ten times as difficult."

## RETENTION AT OTHER COLLEGES

Other colleges have created programs to try to lift retention rates. Among the more impressive is the Challenger Program at Bethune-Cookman College, an HBC in Florida which in 1986 received a Primerica-sponsored CAPHE grant to improve marketing and retention.

Retention has been a major problem at Bethune-Cookman. Of the 374 freshmen who arrived in the fall of 1980, only 178 had graduated six and a half years later—46 percent. Some transferred to less expensive colleges nearer home, but most could not stay the course academically or financially.

The key to the new retention strategy was the Challenger Program managed by Joan C. Thompson. The program started in the fall of 1986 with 100 students participating out of the 500 freshman. The group of freshmen in the Challenger Program has a higher retention rate at the end of the first year than does the rest of the class.

In the spring of 1989, 57 percent of the students who had originally been in Challenger were still in college. In the fall of 1989, 150 new students were entered in the Challenger Program. The program costs the college $250,000 a year, of which the State of Florida contributes $500 per student—a total of $75,000. If more money were available, Bethune-Cookman would enroll more freshmen in the Challenger Program.

Under the Challenger Program, freshmen are divided into ten teams; each team is assigned a mentor, a faculty advisor and a peer facilitator. Students receive special attention with workshops on writing, oral communication, math and computer skills. Students stay in the Challenger Program for a year.

President Ladell Payne said that Randolph-Macon College of Ashland, Virginia, which received a CAPHE grant for marketing and retention studies, was able to raise the retention rate of its student body over a four-year period from 51 percent to more than 90 percent.

Another CAPHE-grant college discovered that, because its retention effort is focused on freshmen, most departures occur after the third and fourth semester. The administration attributes this phenomenon to the fact that the extra support structures freshmen are given do not continue for sophomores.

## The Meaning of CAPHE

Nationwide research indicates that, in general, retention rates are much better among in-state students than among out-of-state students, which could be related to distance from home, loneliness or expense.

The colleges that deal with the retention issue with some degree of success create or develop relationships between students and faculty and among newer students and upperclass students. Students need access to those who can help them work through their academic, personal or even financial problems.

Little communication exists among colleges over the retention issue, which is common to so many. But then little communication exists among colleges generally, and it may just stand out on an issue like retention, when a college is hurting. At Goshen College, administrators simply say they do not have data on retention rates and do not know which data are important.

Here is a function for CAPHE to perform: to coordinate the acquisition of information and knowledge about retention by the many small liberal arts colleges that need help with this crucial problem.

# 7. *The Need for Multicultural Education*

Academic interest is particularly intense in two academic areas at small liberal arts colleges today. One is multicultural education and the other is the teaching of values. CAPHE grants have been made in both areas.

Various colleges mean various things by the term "multicultural." Some open their curriculum to embrace other world cultures; others emphasize acquainting white middle-class Americans with other cultural streams within the United States.

## COLLEGE OF THE HOLY CROSS

The College of the Holy Cross in Worcester, Massachusetts, wanted to strengthen its international studies program. Its first proposal for a CAPHE grant was turned down in 1985 but it came back and received a $50,000 grant. The first proposal requested funds to set up a Director of International Studies, but the second came with a director in place and asked for support for faculty development to extend the international studies program to include the People's Republic of China.

The work toward the second proposal stimulated faculty support for the idea. Dr. Karen Turner-Gottschang, director of international studies, who had studied in China, became the CAPHE project director. After the grant was made, faculty exchanges were made with Nanjing University in China and study groups were also developed on the Soviet Union, Latin America and the Middle East. The relationship with the People's Republic became the template for the other area studies.

"It wouldn't have gotten done without the CAPHE grant simply because of other pressing priorities," says Dr. Frank Vellaccio, vice president of academic affairs and dean of the faculty. In his view, Holy Cross had decided on China and CAPHE contributed the focus on faculty development. "One of things the CAPHE grant did was take people with no prior China experience and show them how to apply their discipline to China." The international studies program is interdisciplinary and Holy Cross needed help to cross those lines. Dean Vellaccio says, "This is a fairly conservative liberal arts school."

The grant provided stipends for faculty members to have released time to prepare an international studies curriculum and it made trips to China possible. In addition to the CAPHE grant, Holy Cross administrators estimate, the college put $100,000 into the program. Some of them wished that CAPHE's grant had been larger and that CAPHE had helped on a continuing basis. They believe the program needs continuing planning and support.

Support is needed, for example, so that junior faculty members can do research in the subject matter. Because funding is not available from CAPHE, the college has used the grant to raise other funds. And even if these efforts have not been particularly successful, Dr. Gary A. Phillips, coordinator of grants and research, believes they have transformed the college.

Although both are Jesuit colleges, Holy Cross contrasts with Saint Peter's of Jersey City, another CAPHE-grant college, which has as its mission serving an inner-city population. Holy Cross is less driven to serve minority students. The college is richer and whiter. Reverend John E. Brooks, S.J., president of Holy Cross, says, "We don't give away a lot on quality."

The college recruited its first black students in 1968 and gave out scholarships; but by 1974, attrition among blacks was rising and academic achievement was falling off. President Brooks thinks it is futile to graduate black students with 2.2 averages; they cannot get into graduate schools. Presently, 97 percent of the college's white students are Catholic. Holy Cross receives about 90 applications a year from blacks, accepts two thirds of them, but only one in five enrolls.

President Brooks sees Holy Cross' mission as providing a strong liberal arts education. The college was founded in 1843;

he became president in 1970, and Holy Cross went co-ed two years later. President Brooks felt the move to co-education improved the student body by dropping 300 of the least qualified men candidates and adding 300 top-flight women a year.

He sought the CAPHE grant for the multicultural program because he believes the college and its 2,650 students should be involved in the world and should speak out on social issues and social justice. He visited China and West Africa and says he became aware of moral obligations there. He says, "We educate men and women to strengthen others for the good of the global community. I realized our students come from pretty sheltered backgrounds and have very little knowledge of Africa and Asia."

Holy Cross started with China, where the Jesuits have a long history. President Brooks says, "That experience generated a lot of enthusiasm. It was like putting an injection of life into people. And the CAPHE grant was the firecracker that set it off."

The first move toward a China component to the curriculum was a trip to the People's Republic by President Brooks, Dr. Gary A. Phillips, Dean Vellaccio, Dr. Turner-Gottschang, a historian, and her husband, Dr. Thomas Gottschang, an economist. They were an advanced party and signaled the campus that China was regarded as important.

The CAPHE grant made it possible for eight faculty members from seven departments to visit China for four weeks in the spring of 1988. But first, they studied the Chinese language and culture for a year. Twenty-five faculty members applied for the eight spots. CAPHE's grant financed the faculty trip and the preparation of faculty members who were not expert on China. Professor Earl Pearce learned the language and studied up on Chinese environmental problems. Professor John Wilson, an English medievalist, looked into what was being done in China about the preservation of the oral tradition. Professor William Green, chairman of the history department, said, "It was a great academic experience."

All this has stimulated the International Studies Center until it now has 65 concentrators and 25 faculty members related to it. In the future, the Center will add a Latin American module and perhaps an African one, modelled on the Chinese pioneer effort. As one faculty member put it, CAPHE helped overcome institutional inertia and involve a cross-section of non-specialists on the faculty in international studies. Exchanges were being arranged before the events of Beijing last spring, and inquiries have been coming in from other Jesuit institutions about the CAPHE China model and how to involve in multicultural studies faculty who are not specialists.

## SAINT JOSEPH'S COLLEGE

Saint Joseph's College in Rensselaer, Indiana, has focused its multicultural interests on Latin America where the Society of the Precious Blood, which runs the college, has long-standing ties. Priests of the Order founded an American Indian orphanage on the Rensselaer site in 1889; and later a seminary was established. By 1936, it had become a four-year liberal arts college and now has 1000 students and a modest endowment of $4.5 million. It accepts 300 freshmen a year (85 percent of the applicants) and about 50 percent of them graduate.

Reverend Charles Banet, a native of Fort Wayne, Indiana, has been president of Saint Joseph's for more than 25 years. He studied the classics and played football at Saint Joseph's. Father Banet knew Rensselaer in those days as a redneck town where the Klan burned crosses on the Catholic campus. He started his graduate work at the University of Michigan but was called back to serve at Saint Joseph's.

Rensselaer has changed; there is a Catholic church downtown and the college has bought up 1500 acres. There is no longer a seminary here and no young priests come into the Order. The college is co-ed and has a lay board of various faiths.

By 1966, Saint Joseph's had developed an interdisciplinary core curriculum required of all students; the first year covers today's America; the second year, western civilization, and the third year, science. The fourth year examines basic values and what the college calls a world view of Christian humanism.

In 1986, a CAPHE grant of $37,000 enabled Saint Joseph's to expand its teaching of western civilization in the core curriculum to include Latin America. The Lilly Foundation in Indianapolis supplied the matching funds. The core curriculum had already included alternating semesters on the cultures of China and India and on Japan and Africa. The faculty voted to drop Japan in order to include the Third World of Latin America. They chose Latin America because of the deep U. S. involvement there, the immigration of Hispanics to the United States and their religious Order's relationships with the area. They were interested in teaching about the complexity of the world we live in, the relationship of the church and the possible meaning of "liberation theology" in Latin America. Professor John D. Groppe, secretary of the college, said, "Oppression and poverty are not what God intended."

The CAPHE grant allowed the college to bring teachers from Latin America to the campus and sent faculty groups to visit Latin America and come back to teach what they had learned. During the first summer, three faculty members went to Costa Rica, and on the second, four went to Peru where the Order is well established. Because the college stretched the grant money, on the third summer, four went to Brazil. The grant was also used to fund summer faculty workshops on Latin American culture, literature and geography. And the grant built up library and video resources on Latin America.

The objective was to develop a semester's interdisciplinary program on Latin America required of all students in their junior year as part of the core curriculum. Professor John P. Posey, director of the intercultural core program, says of the CAPHE grant: "We were so fortunate. It made it possible to put together a good program." He feels the CAPHE grant did not necessarily make the Latin American project possible but made it successful.

CAPHE allowed Saint Joseph's considerable flexibility in the use of its grant and extended the time in which it could spend the funds. The college found this useful; Professor Posey says, "I'd like to encourage them to continue their flexibility."

The college publicized its faculty visits to Latin America and its intercultural core program, giving CAPHE credit. It has received about 30 inquiries from other colleges.

The participating faculty members saw themselves as "bridges" between the cultures. Professor John B. Egan, chairman of the college's music department, said, "Being on site made a difference. I valued it incredibly." There was a conscious desire to relate to north-south distinctions and to acquire a sense of the need to help others. Reverend James E. Froelich, chairman of the religion department, tells his students: "Business may be your career but your life is going to depend on how you respond to the world out there."

## MOUNT ST. MARY'S COLLEGE

Quite a different kind of meaning is given the term multicultural at Mount St. Mary's College in Los Angeles. This women's college's downtown Doheny campus, the handsome semi-tropical former estate of the Doheny family, is sort of a cloister with palmtrees in a neighborhood now heavily Hispanic. The college wants to keep this cloistered flavor as the student body has changed from the children of Italian and Irish immigrants and become increasingly black, Hispanic and Asian.

"The demographic hurricane started coming toward us twenty years ago," says Sister Magdalen Coughlin, who was the college's president during the CAPHE grant and is now its chancellor. Of the students accepted last year, 75 percent could not afford to come to the college.

She estimates that, based on the pupils entering first grade now, by the year 2000, Los Angeles students will be 54 percent Hispanic, 26.6 percent Anglo, 12.4 percent black, and 6.9 percent Asian. Mount St. Mary's feels it must design programs for faculty and students now.

Sister Magdalen says, "If you are a teacher, you take the student where you find the student." She expresses concern about the teacher who comes to Mount St. Mary's from Nebraska and faces students from Watts and East Los Angeles. But, adds Sister Joseph Adele Edwards, director of the college's S.T.E.P. program, the multicultural mix "is one of the most exciting reasons for teaching here."

Long before CAPHE existed and after the Watts riots in 1965, Mount St. Mary's, which is an activity of the Sisters of St. Joseph of Carondelet, created a women's leadership program in Watts and other ghettos. It wanted to turn girls who might become "gun molls" into constructive leaders. It also went to Florida and recruited Cuban refugees to come to the college for training and then become Spanish-speaking teachers in the Los Angeles area.

Mount St. Mary's was involved in the multicultural issue years before CAPHE came along. But the CAPHE grant enabled the college to have an intense campus program over two years and to permeate the curriculum. Administrators say it had an enormous impact on the college.

Although the college attracts minority students, it has had difficulty recruiting minority faculty members. This is a difficulty reported by other colleges, such as Skidmore College in Saratoga Springs, New York, which has a $10,000 CAPHE grant for strategic planning for the 1990s.

Mount St. Mary's College has taken steps to deal with this problem. Through its CAPHE grant it has sought to help faculty members understand how cultural differences affect learning and to incorporate this understanding into the curriculum. It wants to reduce minority students' sense of isolation and increase their rate of retention to graduation. For example, minority students, coming from crowded homes, may have different concepts of space; coming from big families, they may be less accustomed to reaching out for new relationships. In middle class families, college is a time of breaking from families; in minority cultures, there may be a need to strengthen family relationships.

Secondly, Mount St. Mary's has created programs of outreach into nearby Catholic high schools to help prepare a few prospective students for a college experience. This includes being taught by Anglo teachers.

One of the college's problems is the reluctance of Hispanic families, especially Hispanic fathers, to let their daughters attend college. They are traditionally supposed to stay home and help out and to prepare for lives as housewives and mothers. But some daughters have rebelled and successfully attend Mount St. Mary's or other colleges.

Sister Magdalen does not want these young Hispanic women to leave their culture but to act as catalysts to change it. She wants the Hispanic girls who start out at the Doheny campus to go on to Mount St. Mary's Chalon campus for a four-year degree. Already, some have even earned Ph.Ds.

Sister Magdalen is proud that 70 percent of the Doheny students receive an AA degree, and of that group, 70 percent receive a bachelor's degree (about half of them at Mount St. Mary's). In contrast, she adds, only about 4 percent of the students who enter Los Angeles community colleges receive the AA degree. She credits the enormous difference to the effort made at Mount St. Mary's to solve the students' multicultural problems both inside and out of the classroom. In contrast, community colleges, she says, are usually impersonal and anonymous.

The Doheny campus accepts students who show promise but do not meet the academic requirements at the four-year Chalon campus in Brentwood. To keep Hispanic and other minority students, Mount St. Mary's has learned how cultural differences work against staying in college. This may be overly assertive behavior in the classroom, or different approaches to making peer friends.

The CAPHE grant and its matching funds were used to create workshops about how ethnic backgrounds affect learning and to fund $1,000 sub-grants so faculty members could learn to express that understanding through their courses.

One faculty member in the English department made a reading list of ethnic women writers. An art department faculty member put the work of 20 minority artists on slides and prepared an essay on how their ethnic background affected their art. This is now the subject of an annual day-long, college-wide convocation. When teachers found that students did not relate to the Greek myths, they looked for myths in the students' cultures.

At the end of their first year, students must write a research paper about some member of their family. One student found her family history filled with divisions over who fought with and against Pancho Villa. Some black students did not know about the civil rights movement until they interviewed their parents. Jewish students write about their heritage. The members of various ethnic groups write papers on how their families celebrate birthdays and holidays.

The nursing department, where enrollment has dropped severely in recent years, was affected by the CAPHE grant. To the nursing curriculum was added communication among ethnic groups, and the nursing department received a sub-grant to study recruitment and retention of minority nursing students.

Under the grant, workshops were conducted in cooperative learning and on the different characteristics of leadership in various ethnic groups. It was found, for example, that minority students were not turning out for student government because leadership in the Spanish culture was based more on cooperation than competition. So student government was revised to accommodate those attitudes. And the change worked.

Of the need to deal with the multicultural society that the United States has become, Sister Kathleen Kelly, dean of the college, says, "We are a microcosm. If we can make it, the rest of the country will follow. We need a simple model that works." And Mount St. Mary's new president, Sister Karen Kennelly, says the crucial question is: Can Anglos become bicultural?

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Some colleges make an effort to meet the needs of a multicultural population. Heritage College in Washington State has a student body that includes a high proportion of Native Americans and Hispanic migrant workers who have settled in the area. A CAPHE grant helps the college meet an important need by educating Hispanic teachers aids to become bilingual public school teachers.

Since 1968, Goshen College in Indiana, which had a marketing grant from CAPHE, has wanted its students to have a multicultural experience. Most of its faculty have lived and served abroad. Although this was not the focus of its CAPHE grant, Goshen is deeply involved in multicultural education. It has had 4,000 students over the past 20 years who have, as part of their graduation requirement, spent a 14-week "Study-Service Trimester" in Eastern Europe or the Third World.

But now this widely praised program is threatened by rising costs; it can no longer maintain itself, and Goshen has to turn to outside funders for help.

Dr. Ellen S. Hurwitz, Dean of Academic Affairs at Illinois Wesleyan University, said at the 1989 CAPHE conference that multicultural educational programs depend on the ability of faculty to retool to teach about a broader "world civilization." This is what CAPHE has tried to help them achieve.

# 8. Mission for the Teaching of Values

The teaching of values is a growing issue in the world of higher education. This concern seems to stem from the feeling that American society is increasingly secular and at best amoral. Cited as evidence of moral decline are the use of drugs, Watergate, Iran-contra, prejudice, violence, business and bank manipulations, sports corruption, etc. Of course, a society that needs ethics taught in its institutions of higher education is in some kind of trouble.

Those who believe that a college education should not be—in fact, cannot be—value-free want colleges to give their students a sense of values, a responsible relationship to the community (both on campus and beyond the campus), even a sense of a mission for life. Some of this can come directly from the teaching of Judeo-Christian ideas; but even more, it is felt, can be achieved by teaching values "across the curriculum."

And at more and more small colleges, this includes the idea of community service, which is being made a requirement for graduation. It has been suggested that CAPHE could give the concept of community service more visibility.

Denomination-related colleges seem to feel especially strongly about teaching values. And they are not alone. Many say students have become increasingly individualistic and materialistic; and when colleges take a neutral stance, despite this trend, students are denied a choice "in a wasteland."

Why are these students more materialistic? At Mount St. Mary's, it is said, "They want to get off the streets. They want to be able to survive." But in more economically secure student populations, materialism reflects the post-'60s drive to get ahead.

## LE MOYNE COLLEGE

The administration at Le Moyne College in Syracuse, New York, for example, judged in the early 1980s that students were becoming absorbed with "self-advancement." More than half of Le Moyne's students were enrolled in business administration, accounting, industrial relations and computer science. The college's leaders wanted to increase the students' commitment to service. In 1987, CAPHE awarded Le Moyne a $50,000 faculty development grant to improve its teaching of values.

The administration also observed an increase in incidents of alcohol abuse, vandalism, lack of respect for fellow students and intolerance toward minorities. According to some faculty members, Le Moyne had serious divisions on campus and to a significant degree they were racial.

Faculty members who sought solutions looked for values issues that were not race specific. Considerable effort went into creating a process by which faculty members and students could discuss and deal with such issues.

Le Moyne College is a Jesuit institution founded in 1946 and incorporated separately in 1970. Its student body, made up mostly of middle and lower middle class, white Catholics, holds steady at about 1,800. Le Moyne seems to have little retention problem; 73 percent of its students (and 60 percent of its minority students) graduate. The college says proudly that it is the Jesuits' first college founded as co-educational in 400 years. Recently, the college started offering some continuing education for non-traditional older students.

In 1985, the college undertook a self-analysis, and as a result, it sought to develop a program to sensitize faculty and students to values education and to revise the core curriculum to help shape attitudes and values. Its CAPHE faculty development grant in 1987 was seen as a continuation of the effort to turn this analysis into action; the aim was to integrate values education across the curriculum.

Le Moyne used its grant to conduct two CAPHE Summer Institutes to integrate values education into various parts of the curriculum. The first institute in the summer of 1988 had 19 participants from 13 academic departments; they focused on economic justice. Each faculty participant received a stipend of $2,000 from the CAPHE grant. As a result of the institute, says Dr. Thomas V. Curley, associate professor of philosophy and director of the 1988 CAPHE Summer Institute, "They began to communicate with each other, and the intellectual quality of life of the faculty has been improved."

Le Moyne held a 1989 summer institute on how to treat the issues of war and peace in the classroom and plans a 1990 summer institute on family, children and public policy and a 1991 institute on science, technology and values. After using the CAPHE grant for the 1988 and 1989 summer institutes, the college had to pursue other funding sources to continue the institutes; it has raised about half the money needed for next summer.

Following the 1988 seminar, The Working Group on Values sent readings to freshmen before they arrived on campus to stimulate their thinking about economic justice. Dr. Curley wrote, "The Working Group on Values is grateful to CAPHE for its support of an idea which has begun to transform the quality of intellectual life at Le Moyne College."

Still, that first summer program did not to meet all its objectives. It was felt to have affected attitudes but not to have modified courses significantly. Faculty members suggested that this was because some faculty members, new to the process of inter-departmental cooperation, got bogged down in battles over "turf." Cutting across the lines of disciplines, the faculty stumbled across a bigger issue: Its members learned the limits of their own departments and recognized the need to share the job of values education.

The 1989 CAPHE Summer Institute included 13 faculty members and lasted 12 days in June. As outside facilitators, it had professors from Union Theological Seminary and Holy Cross College and Bishop Thomas Costello of the Diocese of Syracuse.

## The Meaning of CAPHE

Assessing the institute, Dr. Mary Ann Donnelly, associate professor of business administration who served as director of the 1989 CAPHE Summer Institute, wrote, "Most people gained a significant advance in understanding the problem of peace and war, most people appreciated the opportunity to explore new ways of teaching, and most found that working and studying so closely with their colleagues was an enriching experience. All want the group to reconvene several times during the next year for continued discussion."

Reverend Kevin G. O'Connell, S.J., president of Le Moyne College, believes that small liberal arts colleges should emphasize values education because they have faculties devoted to teaching and "faculty influence over students is very great." Faculty members involved in values education there now find that the students are taking initiatives. The Student Senate Academic Affairs Committee created a Student Values Group of more than 30 students. They have discussed homelessness and the high infant mortality rate in Syracuse. President O'Connell says the values project has a momentum of its own: "It is a lion cub we now have to feed."

Faculty members who participated in the first summer institute are candid about their changes in attitude. Dr. William V. Miller, associate professor of mathematics, said, "To me it made a tremendous difference. Mathematics derives from people asking questions and cannot divorce itself from the questions. I no longer buy the argument that it is neutral. Our students are not going to be pure mathematicians but they will use math to deal with problems." And Dr. Robert F. Kelly, associate professor of sociology, said, "This is a liberal arts college in the Jesuit tradition. We don't want to turn out just technicians. You can't get out of here without a lot of metaphysics, moral thinking. And we don't give answers."

There certainly has been some curriculum change. Dr. Bruce M. Shefrin, associate professor and chair of the political science department, feels the values program has affected the materials in his course. He said, "I force issues of gender and race more than I did in the past." Dr. Krystine B. Yaworsky, associate professor of psychology, said she was amazed at the speed with which things happened "when the money got here."

"That people felt this was worth giving money to was a big boost," said Dr. Mary Ann Donnelly, who was the director of the 1989 CAPHE Summer Institute. And Reverend James C. Finlay, S.J., academic dean of Le Moyne, said, "Things that were done under the grant would not have been done without it."

"It had a healthy effect on the life of the campus," said Dean Finlay, a former president of Fordham University. He explained that four years earlier the campus had been the scene of a racial incident, and the values program made it possible to talk about it. It also provided a framework to discuss issues of gender and race. He believes the values program would be relevant to other colleges because most institutions of higher education are concerned about these same issues.

CAPHE's grant helped get a new core curriculum adopted; the program to teach values fed into that new core. The grant also primed the pump so Le Moyne could obtain other funds.

President O'Connell would like to see the establishment of an intercollegiate institute on the teaching of values. Le Moyne did explore a relationship on this subject with Wheaton College, an evangelical college in Illinois. Wheaton of Illinois was also trying to build a values education program, and CAPHE awarded a $39,000 grant in 1987 to assist its new center of applied ethics. With a small travel grant from CAPHE, three faculty members and three students from Le Moyne and from Wheaton made exchange visits to the other institution. They found their goals were similar but their implementations, very different.

## WHEATON COLLEGE

Another nexus of the collegiate teaching of values is the strengthening of the link between lifetime work and learning.

## The Meaning of CAPHE

At Wheaton College in Massachusetts, there is a desire to educate students to recognize and seek the learning element in work as part of a lifetime of work-and-learning. At Warren Wilson College in North Carolina, work, learning and community service are riveted together.

"Work should be an evaluated learning situation." That is the slogan by which Wheaton College at Norton, Massachusetts, a beautiful New England small college campus south of Boston, runs its new Filene Center for Work and Learning. Wheaton is a respected 150-year-old college with a strong economic base; it has sought to give itself a unique image with the conception behind this slogan.

Wheaton has 1,150 students and admitted men for the first time two years ago. It guides its upper-middle-class student population to combine learning and work in order to lead a satisfying life and contribute to society.

The college wants students to test their plans for their future work life against its ability to add to their learning experience. They should look at the interplay of their work life and education and connect their life to values, said Dr. Daniel Golden, director of the Center for Work and Learning.

Wheaton received a CAPHE grant for $39,000 in 1986 to develop its work-as-learning curriculum and familiarize the faculty with this idea. Faculty members who benefited most directly from the grant are called CAPHE Faculty Fellows; the grant helped them add work and field experience to their teaching. Dr. Alice F. Emerson, president of Wheaton College, believes the work-as-learning theme is one reason why students come to Wheaton.

Dr. Emerson points out that in past generations people thought of a straight, single career path; but today change occurs so fast that young people cannot model their lives on their parents' and most people have to get educated two and three times during their lifetimes.

Dr. Hannah F. Goldberg, Wheaton's provost and academic vice president, says, "I like people to feel they have many options and will have many careers. We are finished with the era of being locked in for the rest of life." She believes young people have to be educated for change and versatility.

The college therefore develops career internships and mentoring connections with alumnae and makes use of the Work and Learning Center. The college now has 500 alumnae prepared to advise students on careers, and it also provides alumnae with advice on career changes.

Provost Goldberg was formerly the dean of faculty at Antioch College, and the idea for the Center for Work and Learning comes from there. She says Wheaton sought the CAPHE grant for a little money but primarily for the legitimacy it provided. She says, "We knew we wanted to do it but we used the grant to enable us to do it."

CAPHE's validation enabled the administration to involve the faculty in its work-as-learning idea. Some faculty members asserted that students did not come to Wheaton to work. She persuaded them that it is not the work in itself that is important but how one learns from work. She says, "CAPHE has been good for us."

The six CAPHE faculty fellows were given sub-grants of $2000 to $2500 to release them from teaching one course or as a stipend for the summer. They learned to become internship guides for students. The program searched for hands-on intern work sites and set learning objectives for internships. With the CAPHE grant, a workshop was held for faculty and staff on opportunities for campus internships. Data were collected on where humanities majors can do their internships, and guidelines were set up for what students could learn from internships.

The participating faculty members feel the learning-and-work idea relates strongly to the liberal arts in that it helps students learn to organize and analyze. A group of Wheaton students, for example, formed a musical group called

Music To Go, which brings music to people in hospitals and homes for the aged. Other students worked in television stations and museums. Faculty participants believe these students come to know better what working in a field is like. The Center for Work and Learning encourages students to do community service and finds opportunities for them in the area. The feeling is strong on the Wheaton College campus that the CAPHE supported work-and-learning idea enriches students' college experience.

## WARREN WILSON COLLEGE

Warren Wilson College was founded by the Presbyterian Church in 1894 as the Asheville Farm School for boys. It became a junior college in the 1940s; and since 1965, it has been a four-year co-educational college, primarily for poor students from the Appalachian hills. It now has 460 students. It is named for a chairman of the Presbyterian Board of National Missions. The northern-based church originally viewed itself as sending missionaries to Appalachia and still elects one member to the board and gives the college $50,000 a year.

The 1000-acre campus is situated in the lovely rural Swannanoa Valley of the Blue Ridge Mountains, a half-hour's drive east of Asheville, North Carolina. The college farm has 200 head of cattle, hogs, Christmas trees and is experimenting with shiitake mushrooms as a cash crop.

After failing to win a CAPHE grant in 1985, Warren Wilson received one for $34,000 the following year to develop a triad of academic study, work and community service and to evaluate the study-work-service program. Matching funds came from general development resources of the college.

The grant enabled the college to build "peer leadership" into freshman and senior seminars that it had been conducting for a dozen years. For the freshman seminar, the class of 130 is divided into groups of 12, each with a faculty member and an older student. One purpose of the seminar is to teach students the value of the combination of learning-work-service that dominates Warren Wilson thinking.

The college applies the idea of intercultural learning in its own style. Although a third of its students come from western North Carolina, about 55 come from abroad. The college has been called "a multicultural community." And student teams go abroad to work. One recently went to Argentina, and others are going to India and Costa Rica—all part of the intercultural studies program. When they return, they make presentations to the other students about their experiences.

At Warren Wilson, work experience includes taking responsibility and making decisions. There is a conscious effort, which was supported by the CAPHE grant, to study ways to increase the educational potential in work. For example, the students develop work books recording each step of a job whether it is plumbing, farming or public relations.

Since 1960, graduation has required 60 hours of service. Student work crews tune up cars for elderly citizens, develop community gardens, read to patients in the Veterans Administration hospital. A student surveyed the poor in the valley and found illiterates, so Warren Wilson now has a literacy program. Teams of three students and a faculty member weatherproofed more than 100 houses over one weekend. All this is done with the same academic work load as other colleges require. Students at Warren Wilson are taught how to manage their time.

The college is proud that the SAT scores of its entering freshmen continue to stay competitive with those at other private colleges in the state. Still, some students have to take the English requirement several times in order to graduate. And the college's retention rate is below average, because some students cannot carry the financial burden and others cannot handle the stress of the work program and its extra hours. About 30 percent graduate in four years, and 50 percent graduate eventually. Dr. Alfred O. Canon, president of Warren Wilson, says, "The kind of students we get here are still searching for what their life is going to be."

Reverend Frederick Ohler, the Brooklyn-born chaplain of the college, teaches a course in religion in the attractive student-built wooden church on campus. He says, "Work should not be something you get through to live but something you live through." He encourages the students to think about what they will do with their lives.

The CAPHE grant gave faculty members released time to lead work programs as part of Warren Wilson's "work crew" concept and to teach in the senior seminars, which focus on the relationship of work and service to the students' post-college lives. The grant took an extra year to carry out because some faculty members resisted the integration of the learning-work-service triad. Faculty resistance to change seems to be common.

Woodward S. Bousquet, the dean of Warren Wilson, says, "Our message is that service is part of the curriculum. That's what people learn here, and it comes from CAPHE. We are considerably ahead of the other schools like us."

# *9. Modern Technology and Small Liberal Arts Colleges*

Modern technology is challenging these small colleges as it is the rest of the industrialized world. Dr. Michael A. Kolitsky, Chair of Biological Sciences at California Lutheran College, told the 1989 CAPHE conference, "The future of education is going to be embedded in technology-assisted teaching."

The small liberal arts colleges that CAPHE helps with grants usually do not have the resources to keep up with modern technological changes. They do not have the money to invest in computers and other electronic equipment. They do not have faculty and administration time to allot to learning new technological skills and adapting curricula to benefit from technological advances. Such colleges fall behind the capabilities (and perhaps the glamour) of wealthier colleges and universities that do apply the new technologies to the learning process, from science to languages.

## WASHINGTON COLLEGE

One dramatic exception is Washington College on the Eastern Shore of Maryland. With the help of Apple Computer, Inc.'s Apple University Purchase Program and a $50,000 CAPHE grant, it has been able to take advantage of the new computer technology. The 1986 CAPHE grant specifically enabled individual faculty members to receive "sub-grants" and adapt their courses to computer teaching.

President Douglass Cater of Washington College says, "The computer is the modern equivalent of Latin. It is a discipline that enhances your whole learning process." Cater's interest in the project played a major part in its success. Says

Provost Elizabeth R. Baer, "The president can be powerful in very subtle ways. He talks about the information age and his own writing. He lets the faculty know he is aware how things are changing. The president of our institution is aware of the power of the computer."

Washington College, which was founded in 1782 and is one of the oldest colleges in the nation, is an attractive combination of green lawns and red brick buildings, a small and friendly campus. The college began computerizing in 1984 and had the enormous advantage that both faculty and students began at the same time. This avoided the frequently observed phenomenon of faculty members' reluctance to chase after their students in learning a new skill. In 1984-85, Washington College was able to offer an Apple Macintosh computer free to any faculty member who would commit time to learn and use it. Over two summers, 23 faculty members converted a course, or part of a course, to computerized instruction.

Washington College had the opportunity to do this because of the financial help of a Dallas contractor who had family ties to the college. He felt that small liberal arts colleges would be disadvantaged if they were not computerized. A few colleges, notably Dartmouth and Reed, were already pioneering. Originally, Washington hoped to synchronize its program with Dartmouth, which had led the way, but eventually went its own route.

Today, all Washington College students have access to a computer. The college ties each student's computer into a campus computer network. And the college has 40 Macintosh computers for general use. All freshmen are given computer orientation. Paul Bishop, the college's director of computing, says, "Parents seemed almost eager to have their children buy a computer. And students realize that to compete they have to get on the computer."

Bishop says the most difficult part of developing Washington College's computer program was to find the funds for faculty development. The CAPHE grant solved that problem and at the same time raised the level of faculty enthusiasm. Bishop believes the CAPHE grant was essential in developing faculty support.

The CAPHE grant was used to give faculty members sub-grants to convert their courses for the computer. Some used existing software and some designed their own. In all, one-fourth of the faculty was aided by the CAPHE grant. Steven Cades, associate professor of sociology, says, "I can teach better and more." Provost Baer adds, "Computers didn't put anyone out of work. They put more people to work and they make our work more efficient."

With a CAPHE sub-grant, Dan Premo, professor of political science and history, built a computerized Latin American bibliography covering 1,800 volumes available in the college library. He adds 75 to 100 new volumes to the data base each year. For example, under "terrorism," the data base has 250 items for students to choose from.

Rosemary Ford, assistant professor of biology, and Lynn Burris, a senior major in political science, used the same computer software (called STATVIEW) in their very different specialties. Lynn Burris studied Washington College students' attitudes during the 1988 national election campaign, asking 50 questions and compiling the answers by 13 student characteristics as the campaign progressed. She sought to determine what variables affected how the students voted. Rosemary Ford used STATVIEW to teach genetics by observing genetic changes in generations of fruit flies over a semester.

Music students use their computers to help compose a sonata or rearrange a composition or change its tempo.

The college has two computer-mail networks, one for students and one for the faculty and administration. The campus computer network is also used as a bulletin board and for disseminating information about meetings.

Colin Dickson, associate professor of French, received a CAPHE sub-grant and spent six weeks in the summer of 1987 converting computer software used by Cornell University's English Writing Workshop for the use of his students studying French composition. They can now turn in essays written in French on a diskette and Dickson can correct and comment on the essays directly on the students' diskette. No more papers returned marked up with scribbles and red ink. The student simply switches the returned diskette to the professor's comments and can incorporate them in a revision. Professor Dickson finds the computer program helps students understand their mistakes.

Marci Pelchat, associate professor of psychology, used a CAPHE sub-grant to create an audio visual aid for teaching neurontonomy. She developed a customized library of computerized illustrations. Another professor made a computerized display of the brain to replace the traditional drawings.

To date, Washington College has invested $545,000 on computers and materials and training.

The next step for Washington College is to computerize its 160,000-volume library, a process now underway. This will cost $350,000. The college already ties into the data base that covers the 12 million books in all major libraries in Maryland and into other library networks. Librarian William J. Tubbs hopes to finish computerizing the college collection in a year and a half.

When the college created a computer program that takes a student on a tour of the materials in the college library and locates specific sources, Associate Librarian Jeff Chaffin published an article about this project and received inquiries from all over the world. The CAPHE grant was used to develop this program during the summers of 1986 and 1987.

CAPHE has supported pioneer work to make faculty "computer literate" at other colleges as well. Three early grantees were Connecticut College in New London; Millikin University in Decatur, Illinois, and Millsaps College in Jackson, Mississippi. Millsaps gave computer workshops for 38 faculty members, more than half the full-time faculty. Millikin also held faculty workshops, in this case particularly for "faculty advocates" who would lead others by example.

Connecticut College has used computer technology in the visual arts, music and, hopefully, dance. Its CAPHE grant let faculty members learn to use the computer to teach courses in the creative and performing arts. In music, it is used to analyze and synthesize sound; composition students can hear their work without waiting for a symphony orchestra to perform it. In dance, the computer will allow faculty and students to analyze motion. At Connecticut, expectations are high that the computer will be an instrument to encourage creativity.

CAPHE has not been in a position to help colleges acquire computers but it has found a valuable function: to help liberal arts college faculties become computer literate. In time, the need for such "faculty development" will be eliminated as more and more people enter the world of computers; but technology will continue to advance and the liberal arts world will continue to face opportunities to use new skills.

# 10. Assessment—The Newest Challenge

The drive to evaluate and measure what students "get out of college" is growing in intensity. More and more, accrediting associations and state legislatures require "assessment." The prime reason seems to be that people are questioning the benefit to be gained from increasingly expensive undergraduate higher education. Another reason is the frustration caused by other nations and cultures, for example the Japanese, whose educational systems produce products that compete effectively in the industrial and post-industrial world.

CAPHE has begun to move to answer colleges' calls for help in assessing their programs. In 1988, CAPHE published a study called "Assessing Institutional Effectiveness" to assist colleges when they need an assessment for reaccreditation. And in 1989, CAPHE gave the University of Scranton a $50,000 grant to develop an assessment plan and gave North Central College in Illinois a $10,000 grant to develop an assessment strategy.

Paula Brownlee, president of Hollins College, says that people ask, "We are paying all that money into education and what are we getting out of it? We want accountability in a measurable way so we can know the value added four years later." She says colleges are being forced to prove institutional responsibility by the accreditation agencies.

One danger is that all these forces can move liberal arts colleges in the direction of consumer-driven programs. To the degree that they make some small liberal arts colleges more vocational, this is in the long run unhealthy. But the most difficult question is posed by President Thaddeus Seymour of Rollins College: "Who is to say who succeeded?"

## The Meaning of CAPHE

Assessment is still a crude art. One foundation asks colleges to whom they have given honorary degrees and to name some of their most prominent alumni. This symbolizes the groping for measurements that might be meaningful in judging the value and effect of a liberal arts college education.

Colleges pay a great deal of attention to ratings in such publications as U.S. News and World Report and Forbes. Hood College and Le Moyne College are pleased that U. S. News ranks them at the top of small comprehensive eastern colleges. Goshen College administrators point to its high rating in U. S. News, The New York Times and Changing Times.

President Ladell Payne of Randolph-Macon College says candidly about U.S. News and World Report's annual poll, "It's not a very scientific way of establishing anything, but all of us are concerned about what it says or does not say about our particular institution." These media ratings need to be improved upon. CAPHE has the opportunity to encourage the creation of more objective and respected ratings of liberal arts colleges.

College leaders, such as Ladell Payne at Randolph-Macon College, decry the dependence people put on SAT scores in judging a college's worth. Administrators know that many of the most able students will seek the most challenging college, but they also know that the college that attempts to serve the disadvantaged in the population, for example, must sacrifice its SAT score record. And some other colleges fudge their true standing by finding mechanisms to omit some of their low scorers.

Another "objective" measurement that tends to get used easily to assess small liberal arts colleges is the record of how many Ph.D.s their graduates have harvested. Studies of where Ph.D. recipients have gone to college are used to prove that liberal arts colleges in the CAPHE universe are great sources of future Ph.D.s. Careful reading demonstrates that this is not true; the liberal arts colleges that produce the largest, most significant ratio of Ph.D.s are the well endowed "flagship" colleges that CAPHE does not consider as grantees, such as Reed, Swarthmore, Haverford, Oberlin, Amherst and Carleton.

It has been proposed that a survey of the careers of graduates of small liberal arts colleges would show that engineering graduates of university colleges may get the best entry-level jobs, but a substantial portion of the managers of American corporations are graduates of small liberal arts colleges.

At Augustana College in Illinois, it was suggested that CAPHE itself organize such a survey of graduates through its contacts with so many small liberal arts colleges.

The findings of surveys and studies indicate that students select CAPHE-aided small liberal arts colleges because they are 1) near home, 2) related to their religious upbringing, 3) offer senior teachers who teach rather than do research, and 4) promise personal attention that is less available at a large institution. These are among the attractions that try to balance the lower cost of attending the large state colleges. And the latter two tend to be expensive, raising the cost of going to a small liberal arts college.

CAPHE has faced the assessment question almost since the beginning. It has tried to define assessment and to share the experience of grantees who attempt assessments. It has, for one thing, sponsored regional seminars on "institutional effectiveness" for top executives of 44 liberal arts colleges in the Midwest and South.

In 1988, CAPHE published a 110-page book by Peter T. Ewell and Robert P. Lisensky called Assessing Institutional Effectiveness. This was an effort to disseminate and share the results of a 1986-87 CAPHE program that funded ten college assessment proposals. The program included two regional seminars and was run by the National Center for Higher Education Management Systems (NCHEMS), a non-profit consulting group.

The resulting book is a response to what the authors term "the new climate of accountability." It recommends how a small liberal arts college should handle an assessment required for reaccreditation. In essence, it says, the college should define and examine its goals and emphasize its areas of distinction. But as CAPHE's then president, Michael O'Keefe, wrote in the foreword, "Unfortunately, however, the techniques and measures for assessing what students actually gain from a college education are primitive at best."

# CURRENT CHALLENGES AND FUTURE OPPORTUNITIES

# 11. College for the Inner-City and Rural Poor

Over the years, CAPHE has been able to help determined colleges that have taken on the mission to bring the possibility of a college education to some of the nation's inner-city and rural poor.

At one time, CAPHE considered aiding, as a special group, struggling urban colleges trying to serve an inner-city population that is, in great part, ill-equipped both by education and finances to attempt a college education. CAPHE never had the resources to treat these colleges as a separate group, but a number have competed successfully for CAPHE grants.

Many small liberal arts colleges are located in charming smalltowns or in rolling farm country or even out in a mountain valley—where big universities rarely exist. But some of the most admirable and fragile small colleges are hanging on for their lives in the midst of inner-city decay and poverty. Many of these inner-city colleges are run by Catholic orders that feel they have a calling to serve the primarily black and Hispanic and adult students who come to them. Examples of these inner-city college are Madonna College in Detroit, Mount St. Mary's College in Los Angeles, and Saint Peter's College in Jersey City, New Jersey.

Inner-city colleges are often grim, squeezed into tight quarters. They have no elaborate facilities or playing fields. They cannot attract students able to afford a green-lawn, tree-shaded campus. Instead, they educate inner-city people who hope to break out of poverty and to learn something of the world and how to make their way in it. Often, these students are the first members of their families ever to attend college. Many of them are highly motivated—even if poorly prepared.

These young people tend to take business and accounting courses, nursing, physical therapy and other majors that may have jobs at the end. The colleges try to maintain quality liberal arts education against some serious pressures. One is this push for work-oriented education; another is the lack of college preparation available to many inner-city students. Because of the failure of much of the public education system in the inner city to provide adequate training in the basic skills needed for college work (even reading, writing, math), only a trickle of inner-city youths wriggles through the system and manages even to enter college.

## SAINT PETER'S COLLEGE

Saint Peter's College in Jersey City, New Jersey, has stuck it out in the depths of an inner city. This Jesuit college was established to educate the children of Irish, Italian, Polish and German Catholic immigrants in this industrial city. The community changed, but the college decided to stay. Today, its first-generation students are mainly Hispanic and black; 30 percent of the student body are members of minority groups.

Reverend Edward Glynn, S.J., president of Saint Peter's, was himself the only one of nine siblings to go to college; his father never finished the eighth grade. President Glynn has been at Saint Peter's since 1978 and says, "I like the mission of the school." When the question was discussed, he opposed moving Saint Peter's; "I didn't want to have anything to do with any educational institution that would abandon the city."

The college started before World War I but was closed for periods of time. It was accredited in 1932. Historian Will Durant is probably its best known graduate. Builder Fortune Pope has been a trustee, and a building is named for his father. The college has an endowment of only $4 million.

Until the mid-1980s, this was a non-residential college. Then, the declining population of Jersey City forced Saint Peter's to reach out further for students and it had to supply them with dormitory space. To do so, it bought three apartment buildings on the edge of its 10-acre urban campus.

Because the graduates of the local urban high schools are so poorly prepared, Saint Peter's has inaugurated remedial programs in study habits, math and reading—the Entering Student Support Program. Most of its participants have SAT scores totaling less than 800. Saint Peter's also tries to help its students by having a large core curriculum and by assigning an advisor to each freshman. Classes are small; there are no large lectures. Efforts are made to give students personal support and attention. Saint Peter's administrators wish that CAPHE (or someone) would network more energetically to share other colleges' experiences with preparing underprepared urban youth to do college work.

Saint Peter's started to face up to the realities of its situation in 1977 when the president appointed a College Planning Team with Dr. Eileen L. Poiani as chairman. The team focused on three issues: 1) admissions in an environment of changing demographics, 2) retention of students in college, and 3) opening a branch campus in Englewood to provide evening classes for adult students. Progress was difficult.

Saint Peter's received a CAPHE strategic planning grant of $29,473 in 1986; the matching funds came from the Theresa and Edward O'Toole Foundation in New York. As a result of the grant, the College Planning Team was changed into a more powerful Strategic Planning Committee consisting of three vice presidents and the dean of students. The chair was Dr. James J. Grant, Jr., the academic vice president and a former academic dean; he directed attention first to the admissions problem.

The grant was used to make a strategic plan and to hire admissions consultants, as well as consultants to do surveys of young people who had applied to Saint Peter's and decided to go elsewhere. No one was surprised when studies found that Saint Peter's Jesuit leadership was regarded as a plus and its minority population as a minus by potential student applicants. The college's mission was still seen as educating the education-hungry and career-minded among the community's young people.

The best of the inner-city young people make excellent college students. Many of Saint Peter's graduates have become accountants, businessmen and doctors; others have earned a Ph.D. But, at the same time, more than 50 percent of the admitted freshmen did not meet the regular requirements, and a third needed financial support. Of 430 freshmen, 100 had to take remedial reading. Richard Petriello, dean of enrollment management (an office created by the CAPHE grant), says, "We are not miracle workers; some don't make it." But he adds, "We are looking for students who have motivation. We don't look at academic records or we wouldn't bring them in. But it is exciting. This is the real world—a multiracial, multicultural environment."

Saint Peter's CAPHE grant had a greater impact than larger grants because of its focus, according to Dr. Grant, chair of the Strategic Planning Committee. "It wasn't just the financial support," he says. "It provided the stimulus." Saint Peter's administrators disagree on whether the college could have undertaken strategic planning without CAPHE's help. Some feel it would have happened but more slowly. Others assert that the college does not tackle many problems because of a lack of money. One administrator says, "We would never have had a strategic planning committee without CAPHE; it had been discussed for eight or nine years."

The Strategic Planning Committee completely revised admissions attitudes and structure. The college started to advertise for applicants, which it had not done before, and purchased the apartment buildings. It decided to retain its branch campus in Englewood for older students and also explored how the college could tap into the renaissance emerging on Jersey City's Hudson River waterfront, where new industry was coming in. Here was a possible need for Saint Peter's educational and training services and also a job market for its graduates. The people in charge at Saint Peter's are encouraged by the changes that promise to take place in the Jersey City area.

And the State of New Jersey came through with a $2 million challenge grant that made it possible to reach out to more high schools. The college took 10 students from each of six high schools and with support programs brought them up to 12th grade levels in writing, reading, basic algebra—and guaranteed them admission to Saint Peter's if they passed.

President Glynn, who chaired the New Jersey State Master Plan Task Force on Academic Accountability, believes that Saint Peter's should not admit students who cannot graduate. But he also says SAT scores go up in direct ratio to family income, which makes them a flawed measure of poor inner-city youth. President Glynn says, "An SAT score says nothing about the worth of a student." He asserts that one third of all New Jersey citizens who go to college in the state need remedial reading. He says, "There is a whole segment of the population that no one is troubling to educate."

Under the CAPHE grant, the college discovered, as have other colleges, that it had very poor data on retention. And it had no information on what happens to the best students after they graduate. It organized an Office of Institutional Research and is accumulating data on who fails out and who drops out. It already knows that some students transfer out for financial reasons and some go to work and return to finish their degree.

President Glynn wrote, "SAT scores do not determine the human worth of an individual student, and students who have low SAT scores because they are from economically and educationally disadvantaged backgrounds are just as worthy of being educated as students coming from economically and educationally advantaged backgrounds....Agreement on this is crucial if we as a nation are going to successfully address our nation's educational needs into the 21st century."

## ST. EDWARD'S UNIVERSITY

St. Edward's University in Austin, Texas, "made a deliberate decision not to be elitist," says President Patricia

Hayes. "I don't want it to become an all-Anglo selective school." St. Edward's received a CAPHE strategic planning grant in 1986. It used the grant to integrate its planning efforts into a comprehensive strategic plan.

This Catholic college's students are 21 percent Hispanic; some of them come from migrant farm families with many children and less than $9,000 income. Although St. Edward's has very little endowment, it puts $2 million a year into financial aid. President Hayes says, "We are never going to be a wealthy college." In Texas, 46 percent of Hispanic youngsters are not getting through high school. And Patricia Hayes believes that the first-generation Hispanic students who do make it to college get lost in the mega-schools.

St. Edward's keeps 60 places for freshmen who are children of migrants, and it has 300 applicants to fill those slots. The college runs two high school summer programs for migrant children. It also has a remedial program to ready them for college work. The college looks for motivated applicants; as President Hayes says, "Who is struggling the most to succeed?"

The retention record of the 60 migrant freshman is strong; 95 percent finish the first year and 80 percent return to St. Edward's for their sophomore year. Credit for this is given to admission selection and student support systems. St. Edward's helps young people escape the migrant worker cycle of poverty.

## MOUNT ST. MARY'S COLLEGE

Over half a dozen years, Mount St. Mary's College in Los Angeles, which received a CAPHE grant in 1986, has developed its S.T.E.P. (Strides Toward Educational Proficiency) program with six inner-city Catholic high schools. The college faculty works with the high schools' faculties. College students visit the high schools and talk about what they did in high school and what they wished they had done. "Scholarships" (each worth $200) are awarded to six minority students in each high school and enable them to attend a three-week summer skills program and live on campus. The objective of S.T.E.P. is to encourage these students to go to college.

AT&T gave Mount St. Mary's College a $50,000 grant to reach out and provide college exposure during the school year to high school freshmen and sophomores. Some of them come back in the S.T.E.P. program. Sister Magdalen believes that students who are motivated to come to such courses do not often drop out.

The Ford Foundation granted the college $80,000 in 1989, specifically to study what happens to students who graduate from the college's two-year Doheny campus to the four-year Chalon campus. Ford hopes the study will develop information valuable to all two-year colleges.

Mount St. Mary's provides a learning support system once a student has entered college. Eight to ten students are assigned to a faculty member and are taught how to study, take notes, use logic to solve a problem, and express and communicate their thoughts. Some students have never learned these skills. "They come in here and can't write a sentence. They have never been taught," Sister Magdalen says. "We don't want to set them up for defeat. We want to build their confidence."

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Rollins College in Winter Park, Florida, has made a more informal but a far-reaching attempt to help high school students prepare for college. Although Rollins is handsomely situated in northeastern Florida, David Erdmann, the dean of admissions, participates in an outreach program to the poverty-stricken paper mill area of Florida's panhandle from which few young people go to college. A counselling program attempts to show high school students there that college is a possibility.

Another example of a college that tries to help the rural poor is Heritage College at Toppenish, Washington. Heritage is located in the middle of an Indian reservation, and many of its students are members of Hispanic migrant farm worker families. It is the only institution of higher education immediately available to a student population that is approximately 25 percent Hispanic, 25 percent Native American and 50 percent poor white.

* * *

Some colleges are reaching out into nearby high schools to give a few potential college students a helping hand climbing from high school to college. This is exciting and laudable, but it is obviously a drop in the national bucket.

Helping inner-city and rural poor youth is going to require resources greater than CAPHE or any private foundation can hope to marshal. One foundation effort that might be a model to build on is the Career Beginnings Program initiated some half dozen years ago by Hunter College in New York and The Commonwealth Fund. It is now based at Brandeis University and has spread to 22 cities; it helps high school juniors finish school and fight their way into college. The program's secret has been to involve local businessmen in supporting the program on the local level. It then is possible to replicate it in an infinite number of communities, as long as the foundation provides the original seed money to start up the program in each new community.

The preparation of disadvantaged students for college is crucially important to the society because it represents a way out of poverty for minority youngsters. It brings hope to those without hope. And it literally saves lives for a useful future.

Without more such efforts, the society is doomed to become increasingly divided, with an angry, hopeless underclass from which only a handful of enormously determined youngsters or exceptionally endowed athletes can emerge. The issue is to raise the standard of pre-college preparation for inner-city and poor rural youngsters with potential and determination and to bridge the gap between the ghetto and the campus. CAPHE has demonstrated its awareness of the seriousness of the problem.

# 12. CAPHE and Affluent Colleges

In contrast to the inner-city colleges, at the other end of the economic spectrum are the more affluent colleges. CAPHE's wisdom is apparent in its decision not to attempt to help wealthy liberal arts colleges that have large endowments and strong fund-raising abilities, and to whom a $50,000 grant is small stuff. A grant to one of them will be put to good use and appreciated, but administrators at those colleges resent paying a high price for a grant that size. This is true, for example, at Wheaton College in Massachusetts. The feeling there is that all the reporting required for $39,000 was excessive. The president of Wheaton candidly resents having had to attend two CAPHE conferences for a grant that size.

This reaction contrasts starkly with the view of Mrs. Alice Roth, executive vice president of Goshen College in Indiana, who says, "For us the amount of money was very important. We regarded it as a significant amount." Patricia Hayes, president of St. Edward's University in Texas, says, "Ten thousand dollars is a lot of money at my institution." She found the CAPHE annual conference useful—as did most of the college presidents interviewed. Martha E. Church, president of Hood College in Maryland, says, "CAPHE had a minimum amount of Mickey Mouse connected with it." She prefers her CAPHE experience to "the endless paperwork" required for a Federal grant.

But the development officer at Wheaton says she does not have time to raise matching funds for a $50,000 grant; she was working for larger contributions. She felt raising matching funds for a grant that size was not productive. Talking with other development officers, she said she found that others, like herself, simply moved matching amounts over from more general college funds and covered their requirement to CAPHE in that manner.

And when she did that she felt guilty. But she did not believe the $50,000 grant was stimulus enough for raising significant new money.

The lesson to be learned from Wheaton College's reaction is not to be annoyed with those administrators but to listen when they say that other development officers with whom they keep in touch do exactly the same thing. The objective of the CAPHE requirement for matching funds is to give a college leverage to raise new money. It does not work with the most affluent small liberal arts colleges, and Wheaton apparently is just over the edge.

To a significant degree, CAPHE has accepted the reality that, while many colleges use the matching grant requirement as a basis for fund-raising, some colleges do not. CAPHE simply requires that in such cases the money designated for matching arrive after the grant was made.

The above observations do not detract from the use to which Wheaton put the CAPHE money or its administration's appreciation of the grant. At the working level, Dr. Daniel Golden, director of Wheaton College's Center for Work and Learning, had only praise and thanks for the CAPHE grant. It was used to help develop the college's program to make their middle-class student body conscious of the potential for learning from work. The program's purpose is to encourage students to select careers in which they will continue to grow.

But CAPHE's grant to Wheaton College had less weight than it might have had elsewhere; and the Wheaton experience, even though the objective was valuable, confirms CAPHE's decision not to attempt to help affluent colleges with grants.

# 13. *Keys to Success*

After five years of work, a great number of successes and an occasional failure, it is possible to identify some of the conditions needed to make CAPHE grants successful. The elements crucial to a project's success seem to be the responsible college personnel, CAPHE's procedures and requirements, and CAPHE's credibility.

## COLLEGE PERSONNEL

### The President

CAPHE learned quite early that it is essential that a college's president be involved personally in the problem that the grant is helping to solve and in the solution that the college is attempting. This became a major consideration in judging a grant proposal: If the president did not indicate his or her personal involvement, CAPHE concluded that the chances of a successful grant were diminished.

Many CAPHE grants have been effective because the college president has been completely behind the effort, helping to plan the proposal, organize administrators and faculty to participate, sell the idea to the faculty and see that deadlines are met, goals achieved and follow-up pursued. Colleges that illustrate this kind of presidential involvement are Hampshire College in Massachusetts, where President Adele S. Simmons oversaw the entire process; Washington College in Maryland, where President Douglass Cater preached the importance of computerizing the curriculum and the campus; and Lynchburg College in Virginia, where President George Rainsford was enthusiastic and involved.

In some cases, colleges have changed presidents along the way and the grant process has continued effectively. But in those cases, someone else on the campus usually has believed in the process wholeheartedly and was in a position to continue the initiative. In a few cases, the college president has not been in the forefront of the effort supported by a CAPHE grant; and more often than not, the results have been less satisfactory.

## The Board

In the beginning, CAPHE thought that it was also important for a college's board of trustees to be intimately involved; but it found that boards generally will approve and support the projects but tend not to become personally involved. And, candidly, that has not seemed to be a deterrent to success.

## The Project Director

Evidence is strong that the project director assigned to the CAPHE grant must be committed and effective in order to achieve results. And CAPHE has concluded from experience that the project director must be one individual to avoid divided responsibility. Many good results have occurred when the original project director saw the grant through to completion. But project directors frequently change because they are assigned other responsibilities or because they leave the college for other jobs. Then, if another administrator or faculty member can pick up the ball, the grant project can still go through to a satisfactory conclusion.

## The Faculty

A grant's success often depends on persuading a significant portion of the faculty that the effort is worthwhile. Change or added burdens can threaten faculty members who have established a comfortable and satisfying tweed-and-pipe campus lifestyle. Some college administrations have made a great effort to involve the faculty in the problem and the solution relating to a CAPHE grant. Where the college administration fails to do this and attempts to drag along reluctant faculty members, success is doubly difficult. The process of how to persuade faculty to support change needs to be analyzed and communicated to more colleges.

## PROCEDURES

CAPHE has evolved a system of procedures and requirements which, its board and staff believe, increases its grant-making effectiveness and successful results. These procedures cover the size of the grant, the process of being invited to compete for a grant, the possibility of a second invitation and the evaluation of the progress and the result of the grant. Inevitably and properly, these procedures and requirements generate a range of opinions. But it can be fairly said that they are generally respected.

### Size of the Grant

That the wealth and size of a college affect the importance of a CAPHE grant has already been discussed. CAPHE has chosen not to give larger grants to fewer colleges; it supports a greater variety of initiatives. In cases where a college is relatively affluent, the size of a CAPHE grant may be disparaged, and the grant necessarily has less influence on the total picture. But for the less richly endowed colleges, CAPHE is a godsend.

College administrators differ about whether CAPHE grants should remain the size they are or be enlarged. The more affluent colleges generally advocate larger and fewer grants. At the College of the Holy Cross in Massachusetts, for example, President John E. Brooks and Dr. John Esposito, director of the international studies center, both advocate fewer and larger grants.

## The Meaning of CAPHE

Reverend John L. Kindschuh, vice president for planning and advancement at Augustana College in Illinois, accepts CAPHE's decision to make modest grants but advocates some longitudinal or continuing support for particularly significant projects.

Dr. Alice Emerson, president of Wheaton College at Norton, Massachusetts, believes CAPHE grants are much too small and CAPHE demands too much for the size of the grant. Wheaton received a grant of $39,000. Dr. Emerson says, "I think it was arrogant to believe an institution's president should be involved in a $25,000 grant." She asserts that CAPHE has a hard time making an impact with $25,000 grants. Wheaton Provost Hannah F. Goldberg also feels that CAPHE put the college "through lots of hoops" for a small grant. And Lucy Knight, Wheaton's director of corporate and foundation relations, says, "It is a small amount of money for an awful lot of reporting."

But Mrs. Alice Roth, executive vice president of Goshen College in Indiana, says CAPHE's "reporting strictures seemed very reasonable and flexible." And she adds emphatically, "I would not go for half as many grants and twice as big."

Wheaton's Lucy Knight says she found it difficult to raise the matching funds required because corporations thought it was too small to bother with. She says what CAPHE did accomplish was to re-allocate money to the project, especially the funding of faculty development.

President Kevin G. O'Connell of Le Moyne College in Syracuse also found it difficult to raise matching funds. He recognizes the value of the matching-funds requirement but fulfilling it, he felt, took too much time and effort.

President Simmons of Hampshire College praised CAPHE's procedures. "I think their processes are clear and simple. They understand that the small colleges have teeny development offices and the paper work that we have to go through to get turned down by [some other grantors]. If the grants were somewhat larger, it would have helped us a lot. The matching part is sometimes hard to come up with in a budget that is so stretched. I think it has done very well; I think it has made a real difference."

### Invitations and Competition

Proposals for CAPHE grants are accepted by invitation only. The invitations are extended by the CAPHE staff on the recommendation of a nationwide network of people that has been assembled over time and has the expertise to recognize colleges that both need and deserve assistance. Then, a limited number of colleges are invited to submit proposals. This part of the process is intended to decrease the number of institutions that are encouraged to enter proposals with minimal chances of being funded. Proposals are studied by the CAPHE staff and sent to outside "readers" who are asked to review them and supply expert judgments of the significance and practicality of each proposal. Both "winners" and "losers" receive detailed appraisals of their grant requests. In addition, "losers" are invited to the annual CAPHE conference so they can share the experience of other colleges and see how successful applicants focus their thinking and proposals.

### The Second Round

Colleges that submit proposals for a grant and fail to "win" the competition often are encouraged to come back and try again. The College of the Holy Cross of Massachusetts first sought a grant to establish a director of international studies and when that was not funded returned with a director on the job and a request to support faculty development in international studies. It received a grant. The College of Notre Dame of Maryland reacted to being turned down by coming back with a proposal that received a $50,000 grant in 1987 to recruit out-of-state students.

## The Evaluation Process

Once a grant is made, CAPHE believes strongly in the value of a continuing process of evaluating its progress and the final result. This is done primarily through written reports from the college project director, and part of the grant money is withheld until reporting benchmarks are met. Currently, a small payment is held back until the final report is made. The annual CAPHE conference for grantees is also, in part, an evaluation procedure. CAPHE lays weight on the entire evaluation process both to insure that the grant is being used properly and effectively and to create opportunities for CAPHE staff to help move forward a project that has bogged down.

Naturally, reactions to the evaluation process and requirements vary. Most college personnel involved respect the process and its purpose. But this is not unanimous. Some administrators and faculty members question the value of repeated evaluations and feel that too much reporting is required for the size of a CAPHE grant. Professor Patrick J. Keane at Le Moyne College in Syracuse, New York, said that repeated evaluations become useless because one cannot fruitfully question the same people again and again. And Professor William R. Barnett, in the same discussion, thought evaluations can skew things. But there is general recognition that evaluation is necessary and will be expected by any funder.

## THE POWER OF CAPHE'S LEGITIMACY

Repeatedly, leaders of colleges that have received CAPHE grants say they benefited from the grants far beyond the dollars received. They feel strongly that when an outside and objective organization like CAPHE selects their college for a grant —or even selects it to compete for a grant—this is a stamp of legitimization. It can announce that CAPHE, and the donors funding it, recognize the college's worth. The process of competition and selection enhances the value of the grant.

College administrators repeatedly say that the effect radiates across the campus, through the student body and faculty, and reaches out to the alumni, high school counselors, potential students and all kinds of possible supporters and donors. The cumulative effect can be highly significant, especially to a small, relatively unknown college that is trying to attract students and/or faculty.

"It was the recognition that was important to us," says Thaddeus Seymour, president of Rollins College in Florida, of its CAPHE grant. Patricia Hayes, president of St. Edward's University in Texas, says, "Private colleges desperately need a third-party's voice."

This added value requires that CAPHE's legitimacy be respected as objective and professional with no axe to grind. The question arises whether grants will have this same ability to legitimize if they are made in the name of corporations wishing to support colleges in business-related areas or for business-related reasons. It would appear that if CAPHE is the final judge of grantees, the perception of its integrity would be insured.

Certainly, CAPHE participation strengthens the legitimacy of corporation-funded grants. And it speaks forcefully for the continuation of CAPHE as an organization based at least on having no grantor role to play but to select among competing colleges and projects on the basis of merit.

# 14. CAPHE—Catalyst for Networking

CAPHE gives relatively small, disparate grants to individual colleges. These grants, and their required matching funds, assist the individual college to deal with the problem the college has presented to CAPHE.

The problems repeat themselves. But too little effort is made by CAPHE, or anyone else, to see that problems are shared and successful solutions communicated. There is insufficient building upon one experience after another. As a result, most colleges face their problems pretty much from scratch and go through the same motions that others have made before them.

This is not entirely true, of course. Regional and other associations of colleges do exist to share ideas about missions and admissions. CAPHE tries to inform applying colleges about other colleges' efforts to solve similar problems, and CAPHE is beginning to publish some manuals in specific areas like marketing and assessment. And the annual CAPHE conference is an occasion when some college officials get together and share their concerns and their experiences.

If the 1989 conference represents the breed, it was an exceptionally useful meeting for interaction between CAPHE and its grantees and among representatives of the 31 institutions present. It was the right combination of organized presentation and discussion and opportunities for informal, candid exchanges.

President Ladell Payne of Randolph-Macon College says, "The conference is at least as valuable as getting the grant, because you talk with people having similar problems and you have some expertise there to help you with your thinking." He is expressing an eagerness on the part of some presidents of liberal arts colleges to share problems and solutions.

President Victor E. Stoltzfus of Goshen College wrote Alan Pifer in 1986 about the annual CAPHE conference: "You are getting an amazing number of effective ripples out of one stone in the water." That certainly seems to be true. But at the 1989 conference, Dr. Jerry H. Miller, president of California Lutheran College, still asked: How do we keep interaction going after a meeting like this? His question confirmed that there is more that can be done.

CAPHE has long been aware of this need to "multiply the impact of grants." In fact, Dr. Christine A. Young, then vice president of CAPHE, wrote an article with that title in the Winter 1987 issue of the CAPHE newsletter Connections (itself an effort at networking). She wrote that CAPHE requires its grantees to raise matching funds, and it conducts seminars for presidents and project directors and disseminates results. These efforts were then seen as "leverage" to "get more than a dollar's worth of value from each dollar granted."

CAPHE has initiated several studies to produce monographs that disseminate what has been learned on specific issues. It published one on assessment (see Chapter 10) and commissioned others on strategic planning (see Chapter 4) for historically black colleges and on marketing (see Chapter 5). And it has held seminars when it has had the time and energy.

CAPHE also has let six "contracts" to support other educational organizations' research for the benefit of small liberal arts colleges. These contracts have ranged from $6,420 to $30,000; they have been presidential discretionary spending based on board policy. The contracts have gone to the Christian College Coalition, Iowa Association of Independent Colleges and Universities, Association of Mercy Colleges, Minnesota Private College Council, Neylan Commission and the Women's College Coalition. This last organization, for example, explored the attitudes of high school girls and their parents toward women's colleges.

None of this is a major CAPHE thrust. And as a result, the true effect of its grants is to a significant degree not cumulative. Most small liberal arts CAPHE colleges are "isolated," as Dr. James R. Leutze, president of Hampden-Sydney College of Virginia, said at CAPHE's 1989 conference. This isolation exists both geographically and mentally. Each college is concerned about its own problems and its own campus.

Communication exists on admission policies and tuition, and faculty members are often in touch with those in the same specialty elsewhere. But no one has time or money to do much networking on a consistent basis. At the most recent CAPHE conference, one college president asked his peers for advice on how to deal with faculty resistance to change. This problem is common at these institutions, but no common body of information has been built up to deal with it.

These liberal arts colleges are, in fact, not competitors to any great degree. Much more important are their desire and struggle to stay afloat. At the 1989 conference, one college president advocated that CAPHE help create incentives for colleges to work together on the problems they face.

If Harvard or Stanford wants to launch a massive recruiting campaign or a capital fund-raising drive, for example, it has the resources and manpower to do so. A Goshen College or a Warren Wilson College does not. But perhaps if small liberal arts colleges combine their efforts and tell their story together, much more becomes possible.

This principle applies to many other issues. For example, Dr. Julius S. Scott, Jr., president of predominantly black Paine College in Georgia, has received two CAPHE grants: one to create a program to teach black students to speak mainstream American English and the other to raise the level of students in its teacher education program. Dr. Scott says, "They are both neat for replicability because they are so concrete and specific." He says that seven colleges, white and black, in his area have sought to hold regional conferences to discuss common problems. He urges that CAPHE undertake a program of replication. He asks, "How do we make the CAPHE community conscious of replication?"

Administrators at Rollins College in Florida express disappointment that their study of recruitment and the relationship of tuition to recruitment has not gained more national attention. They feel that no mechanism exists to spread the word of their findings to other institutions that might make use of their work. They suggest that CAPHE might serve as a catalyst for such efforts by studying, synthesizing and disseminating the findings of studies and surveys.

Patricia Hayes, president of St. Edward's University in Texas, asserts that communication and replication are important. She sees replication as a way to be effective and believes CAPHE ought to maximize it. She says CAPHE should be the voice of these colleges, especially in corporate circles.

The need for cooperation and networking is very real, says Sister Magdalen Coughlin of Mount St. Mary's College; but staff is so lean that "We don't have time and energy to interact with others."

Mount St. Mary's wants to publish and distribute a final report based on its CAPHE grant, which increased the college's understanding of how multicultural factors impinge on learning. Sister Magdalen thinks such a publication would be helpful to other colleges that teach students from various cultural backgrounds. She says, "CAPHE impacted our college and gave us something important to say to the world of higher education."

Those involved in the CAPHE-funded program at Le Moyne College in Syracuse, New York—to develop the teaching of values across the curriculum—have strong desires to see their experience replicated at other colleges. They cite Boston College, Manhattan College in New York and Wheaton College in Illinois as among the institutions exploring values education.

CAPHE does encourage communication among college executives concerned with a problem. It knows that if it gave the networking function a higher priority and more attention, time and money, it could usefully do more. Then, the difference that CAPHE already makes could be extended cumulatively across the entire field of small modestly endowed liberal arts colleges in America.

# 15. CAPHE Serves Funders

By supplying its expertise to funders who wish to contribute to the support or development of private higher education, CAPHE serves its funders as well as its grantees. Foundations, corporate foundations and corporations utilize the knowledge of small liberal arts colleges and their needs that CAPHE has accumulated over the past half dozen years. CAPHE helps those who want to assist liberal arts colleges without having to re-invent the wheel.

This role has been true since CAPHE began. The Consortium was created to bring together varying interests and experience in the field of private higher education. CAPHE was immediately successful because funders recognized the need for an organization that could make knowledgeable decisions about grant-making and provide informed guidance to the colleges.

Alan J. Pifer, chairman of CAPHE's board says, "I think CAPHE is pretty much respected as doing something no one else is doing."

Thirty-two companies and foundations have now supported CAPHE with a total of $8.4 million, of which $4.6 has been given in regular program grants; additional money has been used to produce studies, publications, workshops and conferences, and approximately $2.1 is to be spent in the coming months.

The largest commitments have come from the Carnegie Corporation of New York, The Ford Foundation, the AT&T Foundation, The Prudential Foundation, The Standard Oil Company, The James Irvine Foundation, the NYNEX Foundation, the Primerica Foundation, the Exxon Education Foundation, The General Foods Fund and the Alcoa Foundation.

## The Meaning of CAPHE

In addition to its annual grants competition, CAPHE has also come to serve a variety of institutions that wish to help small liberal arts colleges of specific kinds or for specific purposes and still want to retain a significant share of credit for the grants made. This requires recognition of both the giver's generosity and CAPHE's professionalism.

### PRIMERICA FOUNDATION

In keeping with the foundation's interest, these grants were designed to aid Historically Black Colleges with strategic planning. The Primerica Foundation (formerly the American Can Company Foundation) sponsored grants to five such colleges in 1986-87. The initial amount allocated was $204,000. Grants were awarded to Bethune-Cookman College in Florida and Florida Memorial College in Miami, LeMoyne-Owen College in Tennessee, Johnson C. Smith University in North Carolina and Spelman College in Georgia. They were brought together at three seminars held under the grants to try to find common solutions to their problems. This was CAPHE's first experience with special corporation-related programs and led to others, including NYNEX, Knight and Merck.

### THE JAMES IRVINE FOUNDATION

Irvine appropriated $300,000 for grants to colleges in California. Grants were made as a part of CAPHE's regular grants program, and the foundation's money went to the grants for California colleges.

### NYNEX FOUNDATION

These grants, established in April 1987, are specifically intended to help strengthen the preparation of public school teachers. Five CAPHE/NYNEX grants were awarded in May 1988 from an initial funding of $105,500, which covered three of the projects; CAPHE funded the other two directly. The five

CAPHE/NYNEX grants were made to Hampshire College in Massachusetts, Heritage College in Washington State, Muskingum College in Ohio, Paine College in Georgia and Wittenberg University in Ohio.

A second round of five more grants, totaling $145,700, was made in November 1989. The grants went to Le Moyne College and Manhattanville College in New York state, Mount St. Mary's College in California, Oglethorpe University in Georgia, and Sinte Gleska College in South Dakota.

Paine College, which trains many of the black teachers for the area around Augusta, Georgia, received a CAPHE/NYNEX grant to elevate the level of teachers the college supplies in the county. Paine wanted to raise the requirement for teacher education majors from a 2.0 average to 2.5. The grant enabled the college to recruit students for its teacher education program; it gave the college clout with local high school principals and school superintendents so that they would direct able students to Paine. President Julius S. Scott, Jr., could say, "We have this national support."

Paine College brought 20 students from five high schools to the campus for a four-week period as teacher assistants. Fifteen students persevered—14 women and one man. Four of the group are now committed to continue their education at Paine. Dr. Judy L. Carter, chairperson of Paine's Division of Education, says it is hard to recruit black males because of the lack of money in teaching.

In addition to its marketing grant to identify potential students, Heritage College in Washington State received a CAPHE/NYNEX grant. Sister Kathleen A. Ross, president of the college, says the grant enabled the college to extend its program to enroll in Heritage College parttime teachers' aids who are working in local public schools, while they continued to work. They will become certified teachers. To qualify for the after-work program, the teachers' aids had to be multicultural or bilingual because of the need for teachers who can communicate with students for whom English is a second language. With the

CAPHE/NYNEX grant, Heritage added three school districts to its program.

Heritage has 25 students in the program; the CAPHE/NYNEX grant funds 10. Two have already graduated and are teaching in local schools. If all the students in the program finish successfully, the number of minority teachers in these school districts would be increased by 50 percent. There is enough demand to enroll another 50 students in the program if scholarship money were available. And all those 50 would have jobs waiting for them.

Fifty percent of the scholarship money is provided by the school districts. Their ability to pay their share is the prime limiting factor in the program.

The program is vital to the area. Half of the pupils who start the first grade drop out before they graduate high school; these dropouts are mostly from poor minority families. If more minority teachers are trained, it is expected that they can both meet the needs of minority students and serve as role models to help keep them in school.

Heritage College hopes to report its experience with this program in a booklet and conduct workshops to help other colleges learn from the program.

Hampshire College in Massachusetts received a $48,000 CAPHE/NYNEX teacher education grant in the summer of 1988. The grant was to develop an education program as part of Hampshire's liberal arts curriculum. Students in the program would learn about education and the issues of education in this society and others. One focus is on the social aspects and institutions of education; the other is on how people learn—cognitive science.

Of the grant, $20,000 was used to provide 10 summer sub-grants to faculty members for curriculum development, the money going to teachers in fields other than education. A sculptor on the faculty, for example, used one sub-grant to have college art students assist public school art teachers. The grant was also used to assemble on the campus a panel of Hampshire graduates who had gone into teaching to discuss what they do, what they learned at Hampshire and what they wished they had been taught.

With the grant, Professors Michael D. Ford and Frederick S. Weaver designed a course in education studies. It covers the basic sociology of education in American life, with a strong historical component. Professor Ford wants to extend the program to look at education in the black community in the United States and at the failure of urban education.

Dr. Maureen A. Mahoney, a developmental psychologist, is studying the socialization of children and gender differences in the classroom. She says, "It's coming together; we can really turn out good students." Also with the help of the CAPHE-NYNEX grant, Dr. Merle S. Bruno, a comparative neurophysiologist, is trying to engage students in elementary science. Dr. Bruno brings junior high school girls into Hampshire College laboratories to ask questions and collect data to stimulate their interest in science.

The Hampshire idea of teacher education is not only to train classroom teachers but to prepare future members of school boards and managers of museums and libraries.

Among the 1989 CAPHE/NYNEX grantees, one rather special institution is Sinte Gleska College, which is located on the Rosebud Reservation in South Dakota. The college was started in 1971 by the Lakota Tribal Council and now has 500 students, 80 percent of whom are Native Americans. This is one of only two four-year tribal colleges in the United States.

Since 1983, Sinte Gleska College has graduated Native American teachers and placed more than 20 of them in schools on the reservation. It received a $14,350 CAPHE/NYNEX grant to assess the impact of these graduate teachers on Native American children. "We are educating people to teach Indians," says Leland R. Bordeaux, dean of instruction at Sinte Gleska.

And the college wants to serve as a leader in bringing higher education to Native American populations. It hopes to help these people live in a modern world; Dean Bordeaux says that today 85 percent of the 15,000 Native Americans on the Rosebud Reservation are unemployed.

Teacher education is a powerful subject for broader attention from CAPHE. It is one point at which higher education directly impacts on the quality of public school education. Many foundations and corporations are concerned about primary and secondary education and may be directed to influence its quality by helping to improve the education of its teachers.

## KNIGHT FOUNDATION

CAPHE assisted the Knight Foundation of Akron, Ohio, with the design and administration of awards for "Excellence in Undergraduate Education." These awards, range from $100,000 to $250,000 and are made to colleges in 16 states where Knight-Ridder newspapers are circulated.

On the first round, 15 colleges were invited to submit proposals and eight received grants. On the second round, 23 colleges prepared proposals, and 12 grants will be announced shortly. Plans exist for a third round, with grants to be announced next fall. Winners of the awards are expected to raise matching funds.

The Knight Foundation is spending $2 million a year for this program, utilizing CAPHE's expertise in judging proposals. The Knight Foundation makes the final selection of grantees and announces the awards.

In establishing this awards program, the Knight Foundation listed three objectives. They are to reaffirm the relevance of the liberal arts in this society, to recognize colleges that are committed to excellence and to help such colleges enhance their excellence.

Foundation president, Creed J. Black, former publisher of the Lexington, Kentucky, Herald-Leader, says, "We feel that private liberal arts colleges are really the cornerstone of our higher education system. And they are in need of this kind of financial support."

The first round of awards—a total of $1.8 million—went to Albion College in Michigan and Swarthmore College in Pennsylvania to support library automation; Carleton College in Minnesota for junior faculty development; Centre College in Kentucky to encourage student-faculty collaborations outside the classroom; Davidson College in North Carolina to help at-risk minority youth; Eckerd College in Florida to support a Great Books program, and Kalamazoo College in Michigan and Macalester College in Minnesota to enhance a minority presence.

## THE MERCK COMPANY FOUNDATION

The Merck Company Foundation of Rahway, New Jersey, created Innovation Awards for Undergraduate Science Education to reward and stimulate initiatives in teaching science at the college level. The Merck foundation had become dissatisfied giving for general support and wanted to focus on science education. Candidates are limited to liberal arts colleges in the 16 states where the Merck Company has facilities. Awards are for $15,000 each. Four program areas were established: attracting students into science, strengthening the undergraduate major, scientific literacy and linkages to secondary schools.

For its first round of awards, a total of 194 applications were received last spring from 179 institutions, and 10 awards of $15,000 each were announced in October. The colleges receiving them are Canisus College and the College of New Rochelle in New York, Dickinson College, Juniata College and Lehigh University in Pennsylvania, Davidson College in North Carolina, Drew University in New Jersey, Greenville College in Illinois, Hampden-Sydney College in Virginia and Occidental College in California.

## ÆTNA FOUNDATION

In 1987, CAPHE received $60,000 from the ÆTNA Foundation to research issues related to the education of Hispanics at CAPHE colleges. The Ford, AT&T and Teagle foundations have also become active on this subject. A session at the 1988 CAPHE conference was devoted to discussing it. Data has now been collected on Hispanic enrollment at CAPHE-eligible colleges, but work connected with the Knight and Merck foundations' grants has delayed further staff attention. But the CAPHE staff is totally aware of its importance.

◆ ◆ ◆

Alan J. Pifer, chairman of CAPHE's board, calls the Consortium's work with such foundations "a new era of great promise." Corporations and foundations that want to help small liberal arts colleges are given CAPHE's know-how to do so effectively and efficiently.

# 16. The History of CAPHE

CAPHE was born in 1983. Alan J. Pifer, the president emeritus of the Carnegie Corporation of New York, had thought about how he had turned down a grant request from a small liberal arts college because he had no way to select one deserving college out of many. He wondered how help could be provided to small independent colleges.

According to Alden Dunham of the Carnegie Corporation, CAPHE's roots were in Clark Kerr's Carnegie Council on Higher Education report, which expressed concern over the future of private higher education. Enrollments in institutions of private higher education, and particularly liberal arts colleges, were constantly shrinking. As Dunham says, "Lots of money was going into them, but it was in nickels and dimes that were being used for general support. More targeted grants would be more useful." The colleges needed help to organize strategic planning. The Carnegie Corporation felt that no one foundation could remedy the situation but a consortium might help.

The Carnegie Corporation became one of CAPHE's longtime sponsors, giving it $3.9 million over the years; Carnegie's general support grants have enabled CAPHE to spend other contributions entirely on grants. But Carnegie, which no longer has a program in higher education, is now in its final year of general support.

Meetings were held in 1982-83 to work out CAPHE's design, purpose and financial viability. The American Telephone and Telegraph Company, the Carnegie Corporation, the Ford Foundation, the Prudential Foundation, and the Standard Oil Company (Ohio) were the founding fathers of the Consortium with initial financial support totaling $1.2 million. These three foundations and two corporations incorporated CAPHE; the trustees and president were appointed on September 20, 1983, to be effective on October 1.

CAPHE made its first grants in February 1985. The total amount given to 28 colleges was $845,000, and the largest single grant was for $50,000.

The initial grants were given to help colleges and universities to "understand and plan for expected changes in enrollments and the needs of students; apply the techniques of marketing to improving student recruitment and retention; respond to increased career concerns and interest in technology; and enhance the effectiveness of faculty and administrative staff in a time of rapid change." With some fine tuning, these are still the basic program areas today.

Alan Pifer served as chairman of the board, and the first president was Michael O'Keefe, who headed a small staff based in Washington, D.C. O'Keefe served as CAPHE's president during virtually all of the time covered in this report and left to become president of the Minneapolis-based McKnight Foundation last spring. Dr. Jon W. Fuller, the president of the Great Lakes Colleges Association, succeeded him at CAPHE on August 1,1989.

Dr. Christine A. Young, who had been the acting president of Hood College, became CAPHE's vice president in June 1984, just after the first grant invitations had been sent out. She stayed until April 1987. A. Richardson Love, Jr., replaced her. Lilli M. L. Milder was CAPHE's vice president for development; and when she left in October 1987, Mary Mack Callahan took over some of her duties; the position of vice president for development has not been filled.

At the creation, the dream was that CAPHE would raise an endowment of $30 million and have an income of something like $2 million to use for grants and administration. That never happened and CAPHE continued fund raising so that it could sustain its grant program.

As planned, CAPHE's universe contained roughly 900 institutions, because CAPHE put on caps of 4,000 fulltime-equivalent students and endowments of $20,000 per student. This universe was reduced to 690 by eliminating the rich and the marginally viable colleges and by focusing on those that are truly "liberal arts colleges." Priority was given to colleges that are effective in their regions, are educationally and financially sound, have an effective president and face significant changes in mission, student body or curriculum.

Colleges that have been invited to submit grant proposals or participate in CAPHE activities number about 300. Among them are about 170 selective or semi-selective colleges; and, of the some 500 nonselective colleges within the CAPHE parameters, CAPHE has had contact with an estimated 130. (A nonselective college admits any applicant who is qualified for college work.)

In the winter of 1987-88, a merger was explored between CAPHE and the Independent College Funds of America (now the Foundation for Independent Higher Education). The latter is a national organization made up of state organizations that distribute corporate funds to independent colleges on a formula basis. CAPHE believes that colleges are uplifted by being required to compete for grants. But ICFA, as a membership organization, was not in a position to hold competitions.

In 1988, CAPHE took a hiatus from its own grantmaking and concentrated on arranging and administrating special grants programs with the Knight Foundation and the Merck Company Foundation. Those special programs resulted in awards to colleges of more than $2 million the following year. The most recent CAPHE regular program grants were made in the spring of 1989 to 20 colleges and totaled $583,225.

One feature of CAPHE's approach that is repeatedly applauded by college presidents and other administrators is CAPHE's willingness to let the college seeking a grant decide what are its most urgent problems. "We are not told these are things we can apply for," says Dr. Julius S. Scott, Jr., president of Paine College. "We are asked by CAPHE what are our problems."

Administrators at Rollins College echo the same feeling that CAPHE is flexible enough to let a college identify the issues most important to it. Grants are devoted to problems the college perceives it needs help to solve.

In the case of Paine College, the problem selected was known as "Speaking Across the Curriculum." Dr. Scott and others felt that blacks were being held back in seeking places in mainstream America by speaking a distinct patois. Dr. Scott told the student body, "We are trying to teach you to speak two languages. You must speak the language that is understood." He explains, "We tend to say 'axe' for 'ask.' We fall into the patois so easily." He cited the case of a young Paine graduate who was hired by the Manufacturers Hanover Bank and was found to be speaking "black English" which white customers and staff could not understand. The bank reported this back to the college.

Similarly, Elizabeth Baer, provost of Washington College in Maryland, praises CAPHE on two scores. First, it designates broad categories and permits the college requesting a grant to identify the specifics of the problem it wants to treat within those broad parameters. And secondly, CAPHE, she says, operates with enough flexibility to permit the college to make alterations in its use of the grant, even extend it over time, as problems unfold while the grant is underway.

President Ladell Payne of Randolph-Macon College says, "I don't know any organization that gets quite as much bang for the dollar as CAPHE does. By inviting you to compete, you know that somebody is going to take it seriously. That forces you and your staff to do some serious thinking. And then they force you to do further serious thinking in the conference workshops. Then they make consultants available to help disseminate the same information to a broader constituency."

Alison Bernstein, program officer for education and culture at The Ford Foundation, which has supported CAPHE from the beginning and over the years given it a total of $875,000, says that the foundation has stayed with CAPHE because it helps colleges that The Ford Foundation cares about and because it makes a difference.

# 17. Into the Future

In the years ahead, America's 700 small, modestly endowed liberal arts colleges will face new problems to improve the education they offer and to stay financially viable. These colleges are a vital part of our society—sources of quality education, of the independence that allows for innovation and of the diversity that allows for choice. If CAPHE can locate and build upon the funders who want to strengthen these colleges, it can continue to contribute to their development and well-being.

CAPHE is a unique base of knowledge about liberal arts colleges and their problems. It is a resource that the colleges themselves and those who care about their future will draw upon.

CAPHE will continue to supply crucial assistance to these small colleges with grants that focus on their specific problems and give them the cachet of invitation and competition.

CAPHE will increase its capacity to share its information and insights with larger numbers of colleges.

And CAPHE will more broadly serve the community of philanthropic and business leaders who wish to support private liberal arts higher education.

CAPHE has already made a difference to a significant number of small colleges; it has the potential for doing even more in the years immediately ahead.

# *Acknowledgements*

## PEOPLE INTERVIEWED AND COLLEGES VISITED

The following is a list of the 145 people who have contributed time and effort and made substantive contributions to this report. It also is a record of the 14 campuses visited in the course of this nine-month study. The author's appreciation goes to each of these individuals, but the author retains for himself all responsibility for the accuracy of the report and for the views expressed in it.

### CONSORTIUM FOR THE ADVANCEMENT OF PRIVATE HIGHER EDUCATION

Alan J. Pifer, chairman of the board
Dr. Russell Edgerton, trustee
Dr. Harold Howe, II, trustee
Dr. William C. Nelsen, trustee
Michael O'Keefe, president (at the time)
Dr. Jon W. Fuller, president
A. Richardson Love, Jr., vice president
Mary M. Callahan, senior research associate

### OTHERS

Alison Bernstein, program officer, The Ford Foundation
Margaret Booth, president, PIPER, Inc., public relations
Alden Dunham, Carnegie Corporation of New York
Barbara Finberg, executive vice president, Carnegie Corporation
Lilli M. L. Milder, former CAPHE vice president for development
Dr. Christine A. Young, former CAPHE vice president

## COLLEGE PERSONNEL INTERVIEWED WITHOUT CAMPUS VISIT

ELMHURST COLLEGE, Elmhurst, Illinois
Dr. Ivan E. Frick, president

HERITAGE COLLEGE, Toppenish, Washington
Sister Kathleen A. Ross, snjm, president
Ms. Carolyn Mason, assistant professor of education
Dr. Stanley Zehm, chair, education department

HOLLINS COLLEGE, Roanoke, Virginia
Paula P. Brownlee, president

ILLINOIS WESLEYAN UNIVERSITY, Bloomington, Illinois
Dr. Ellen S. Hurwitz, dean of academic affairs

OTTERBEIN COLLEGE, Westerville, Ohio
Dr. C. Brent DeVore, president
Dr. Harriet R. Fayne, chairperson, department of education

PAINE COLLEGE, Augusta, Georgia
Dr. Julius S. Scott, Jr., president

RANDOLPH-MACON COLLEGE, Ashland, Virginia
Ladell Payne, president

ST. EDWARD'S UNIVERSITY, Austin, Texas
Patricia Hayes, president

SINTE GLESKA COLLEGE, Rosebud, South Dakota
Leland R. Bordeaux, dean of instruction

## Acknowledgements

### CAMPUSES VISITED AND PEOPLE INTERVIEWED

AUGUSTANA COLLEGE, 639 38th Street, Rock Island, Illinois 61201
Dr. Thomas Tredway, president
Reverend John L. Kindschuh, vice president for planning and advancement
Dr. Karin L. Youngberg, chair, department of English

BETHUNE-COOKMAN COLLEGE, 640 Second Avenue, Daytona Beach, Florida
Dr. Oswald Bronson, president
Mrs. Shirley B. Lee, assistant to the president for planning
Ernest Cook, vice president and fiscal office
Roberto R. Barragan, Jr., director of admissions
James Wymes, registrar

GOSHEN COLLEGE, 1700 South Main Street, Goshen, Indiana 46526
Dr. Victor E. Stoltzfus, president
Alice M. Roth, executive vice president, CAPHE project director
Dr. Shirley H. Showalter, chair, collegiate studies
Dr. Stuart W. Showalter, chair, communications
Rich Gerig, director of admissions
Dr. Delmar Good, chair, business and economics, professor of economics
Dr. Doyle Preheim, professor of music, chair of department
Dr. Anna Frances Wenger, director, division of nursing, professor of nursing

HAMPSHIRE COLLEGE, Amherst, Massachusetts 01002
Dr. Adele S. Simmons, president
Dr. Gregory S. Prince, president designate
Dr. Penina M. Glazer, dean of faculty, professor of history
Dr. Merle S. Bruno, dean of natural science
Dr. Ruth G. Rinard, associate professor of history of science, associate dean of advising
Dr. Frederick S. Weaver, professor of economics and history, director of institutional planning

(Hampshire College:)
Michael D. Ford, assistant professor of politics and education studies
Dr. Maureen A. Mahoney, associate professor of psychology
Dr. Alan H. Goodman, assistant professor of biological anthropology, codirector of academic life in Prescott House
Roberta Stuart, director of central records
Marilyn Gilmore, director of corporate and foundation relations
Gail Neale, director of development

THE COLLEGE OF THE HOLY CROSS, Worcester, Massachusetts 01610
Reverend John E. Brooks, S.J., president
Dr. Frank Vellaccio, vice president of academic affairs and dean of the faculty
Dr. Gary A. Phillips, coordinator of grants and research
Dr. John Esposito, director of international studies center
Dr. Karen Turner-Gottschang, assistant professor of history, director of international studies
Dr. Thomas R. Gottschang, associate professor of economics, member of China group
Dr. William Green, chair, department of history, member of China group
Dr. G. Earl Peace, Jr., associate professor of chemistry, member of China group
Dr. John H. Wilson, associate professor of English, member of China group

HOOD COLLEGE, Frederick, Maryland 21701
Dr. Martha E. Church, president
Douglas Peterson, vice president and associate professor of mathematics

LE MOYNE COLLEGE, Le Moyne Heights, Syracuse, New York 13214
Reverend Kevin G. O'Connell, S.J., president
Reverend James C. Finlay, S.J., academic dean
Eulas G. Boyd, director of minority affairs and assistant academic dean

(Le Moyne College:)
Reverend Donald J. Kirby, S.J., chair, religious studies
Dr. William R. Barnett, associate professor of religious studies
Dr. Thomas V. Curley, associate professor of philosophy, director 1988 summer institute
Dr. Mary Ann Donnelly, associate professor of business administration, director of 1989 summer institute
Dr. Patrick J. Keane, professor of English
Dr. Robert F. Kelly, associate professor of sociology
Dr. William V. Miller, associate professor of mathematics
Dr. Bruce M. Shefrin, associate professor, chair of political science.
Dr. Krystine B. Yaworsky, associate professor of psychology

MOUNT ST. MARY'S COLLEGE, 10 Chester Place, Los Angeles, California 90007
Sister Magdalen Coughlin, chancellor
Sister Karen M. Kennelly, president
Sister Kathleen Kelly, dean of Doheny Campus
Sister Joseph Adele Edwards, director of STEP program
Sister Colleen McEver, director of Summer Skills Program
Dr. Nancy D. Burstein, director, elementary and special education
Gail Gresser, campus ministries coordinator

ROLLINS COLLEGE, Winter Park, Florida
Dr. Thaddeus Seymour, president
Dr. Daniel R. DeNicola, vice president, provost and CAPHE project director
David G. Erdmann, dean of admissions and financial aid

SAINT JOSEPH'S COLLEGE, Box 870, Rensselaer, Indiana 47978-0408
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Dr. John P. Nichols, dean and vice president for academic affairs
John D. Groppe, secretary of college, associate professor of English
Michael E. Davis, professor of geology
Dr. John B. Egan, chairman of the department of music
Reverend James E. Froelich, C.PP.S., chairman, department of religion

(Saint Joseph's College:)
Dr. John P. Posey, chairman, department of history and political science, director of intercultural core program and CAPHE project director
Dr. William A. White, professor of history

SAINT PETER'S COLLEGE, 2641 Kennedy Boulevard, Jersey City, New Jersey 07306
Reverend Edward Glynn, S.J., president
Dr. Eileen L. Poiani, assistant to the president for planning
Dr. James J. Grant, Jr., academic vice president; chair, strategic planning committee
Dr. Richard P. Petriello, dean for enrollment management
Reverend Francis M. Keating, S.J., associate professor of theology
Lisa R. Lattuca, assistant dean of enrollment management
Reverend William F. X. Maher, S.J., professor of economics
Dr. George E. Martin, academic dean - day session
Dr. Irwin N. Talbot, associate professor of management and marketing
Stephen Hudik, student member of college planning team

WARREN WILSON COLLEGE, 701 Warren Wilson Road, Swannanoa, North Carolina 28778-2099
Dr. Alfred O. Canon, president
Dr. Woodward S. Bousquet, dean of the college
Andrea Barresen, assistant to the dean
Mrs. Jennifer Bousquet, administrator
Ian Robertson, dean of work
Douglas Bartlett, director of peace studies program
Terry Godfrey, chairman of department of fine arts
Reverend Frederick Ohler, chaplain of the college
Reverend Howard Stanton, trustee

WASHINGTON COLLEGE, Chestertown, Maryland 21620
Douglass Cater, president
Dr. Elizabeth R. Baer, provost and dean of the college
Paul Bishop, director of computing

(Washington College:)
Steven Cades, associate professor of sociology and acting chairman of academic computing committee
Garry Clarke, professor of music
Colin Dickson, associate professor of French
Rosemary Ford, assistant professor of biology
Marci Pelchat, associate professor of psychology
Dan Premo, professor of political science and history
William J. Tubbs, college librarian
Jeff Chaffin, associate librarian and associate professor
Lynn Burris, senior student in political science

WHEATON COLLEGE, Norton, Massachusetts 02766
Dr. Alice F. Emerson, president
Dr. Hannah F. Goldberg, provost and academic vice president
Dr. Daniel Golden, director, center for work & learning
Lucy Knight, director of corporate and foundation relations
Elizabeth Hallowell, assistant director of center
Gregory Kroitzsh, coordinator of community services at center
Raquel Ramos, program advisor for careers and public service
Kay Kemball, employer relations manager
Grace Baron, CAPHE faculty fellow
Ann Sears, CAPHE faculty fellow
Susan Clark, CAPHE faculty fellow

# A. CAPHE Grant Recipients 1985–1989

The lists that follow provide information on grant projects funded by CAPHE as the result of four national competitions conducted between 1985 and 1989. Also included are projects funded in 1988 to initiate the special CAPHE/NYNEX Foundation Grant Program for Teacher Education. These lists were prepared by the CAPHE staff.

**PART I** lists grant recipients in groups according to the CAPHE program areas their projects addressed. CAPHE has made grants for projects in four broad areas: 1) Faculty and Curriculum Development, 2) Market Analysis, 3) Strategic Planning, and 4) Institutional Assessment. An asterisk (*) indicates a project that was funded in another program area but that has content sufficient to justify including it in the additional listing. The notation "+" following the name of the institution indicates that there has been a write-up in *Connections* (CAPHE's newsletter) about the project.

**PART II** lists projects grouped by selected themes that were addressed by the institutions in the course of the project. These thematic groupings include: church relations, community college transfers, costs and pricing, global and multicultural awareness, institutional research, minority issues, new student markets, retention, teacher education, technological literacy, values education, work and learning, and writing-across-the-curriculum. The notation "+" following the topic area or the name of the institution indicates that there has been a write-up on the area or project in *Connections.* In cases where an institution has received more than one grant, the Roman numeral "I" indicates CAPHE's regular grant program and "II" indicates a grant in the CAPHE/NYNEX Foundation Program for Teacher Education.

## I: CAPHE GRANTEES GROUPED BY PROGRAM AREAS

### A. Faculty and Curriculum Development Projects

Albion College
(Albion, MI)

Bard College +
(Annandale-on-Hudson, NY)

Bethany College
(Lindsborg, KS)

California Lutheran University
(Thousand Oaks, CA)

Calvin College +
(Grand Rapids, MI)

Chapman College +
(Orange, CA)

Colby College
(Waterville, ME)

Concordia College + +
(Moorhead, MN)

Connecticut College +
(New London, CT)

Council of Independent
Colleges (Washington,DC)+

Dillard University
(New Orleans, LA)

Eckerd College
(St. Petersburg, FL)

Gordon College +
(Wenham, MA)

Hamline University +
(St. Paul, MN)

Hampden-Sydney College
(Hampden-Sydney, VA)

Hampshire College II+
(Amherst, MA)

Heritage College II +
(Toppenish, WA)

College of the Holy Cross +
(Worcester, MA)

Illinois Wesleyan University
(Bloomington, IL)

King's College +
(Wilkes-Barre, PA)

Le Moyne College I and II
(Syracuse, NY)

Lewis & Clark College + +
(Portland, OR)

## CAPHE Grant Recipients 1985-1989

### Faculty and Curriculum Development Projects (continued)

Luther College +
(Decorah, IA)

Manhattanville College I
and II (Purchase, NY)

Millikin University +
(Decatur, IL)

Mills College
(Oakland, CA)

Millsaps College
(Jackson, MS)

Mount St. Mary's College I +
and II (Los Angeles, CA)

Muskingum College I and
II + (New Concord, OH)

Nebraska Wesleyan
University + (Lincoln, NE)

University of the Pacific +
(Stockton, CA)

Oglethorpe University
(Atlanta, GA)

Pacific Lutheran University +
(Tacoma, WA)

Paine College I and II +
(Augusta, GA)

Saint Joseph's College + +
(Rensselaer, IN)

Saint Michael's College + +
(Winooski, VT)

St. Norbert College
(De Pere, WI)

Salem College
(Winston-Salem, NC)

University of San Diego + +
(San Diego, CA)

Seattle University
(Seattle, WA)

Sinta Gleska College
(Rosebud, SD)

Stephens College +
(Columbia, MO)

Susquehanna University
(Selinsgrove, PA)

Warren Wilson College +
(Swannanoa, NC)

Washington College
(Chestertown, MD)

Westmont College
(Santa Barbara, CA)

Wheaton College
(Wheaton, IL)

Wheaton College +
(Norton, MA)

Whittier College +
(Whittier, CA)

Whitworth College
(Spokane, WA)

Faculty and Curriculum Development Projects (continued):

William Jewell College
(Liberty, MO)

Wittenberg University I + +
and II + (Springfield, OH)

## B. Market Analysis Projects

Alma College
(Alma, MI)

Alverno College +
(Milwaukee, WI)

Beaver College +
(Glenside, PA)

Birmingham-Southern
College +
(Birmingham, AL)

Carroll College +
(Helena, MT)

Drew University +
(Madison, NJ)

Furman University +
(Greenville, SC)

Gettysburg College +
(Gettysburg, PA)

Goshen College +
(Goshen, IN)

Guilford College +
(Greensboro, NC)

*Gustavus Adolphus College
(Saint Peter, MN)

Hampshire College I +
(Amherst, MA)

Heritage College I +
(Toppenish, WA)

Hollins College +
(Hollins College, VA)

*Hood College +
(Frederick, MD)

Knox College +
(Galesburg, IL)

College of Idaho +
(Caldwell, ID)

Lake Forest College +
(Lake Forest, IL)

Linfield College +
(McMinnville, OR)

Loyola Marymount University
(Los Angeles, CA)

Madonna College
(Livonia, MI)

Market Analysis Projects (continued):

Marlboro College +
(Marlboro, VT)

Marygrove College +
(Detroit, MI)

Minnesota Private Colleges
(St. Paul, MN)

Muhlenberg College +
(Allentown, PA)

College of Notre Dame +
(Baltimore, MD)

Ohio Wesleyan University +
(Delaware, OH)

*Primerica Planning Project
for HBCUs

University of Puget Sound +
(Tacoma, WA)

Randolph-Macon College
(Ashland, VA)

*The University of
Redlands +
(Redlands, CA)

Rockhurst College
(Kansas City, MO)

Roosevelt University +
(Chicago, IL)

Saint Mary College
(Leavenworth, KS)

*Saint Peter's College +
(Jersey City, NJ)

Stetson University
(DeLand, FL)

Stillman College
(Tuscaloosa, AL)

Ursinus College +
(Collegeville, PA)

Wells College +
(Aurora, NY)

Rollins College +
(Winter Park, FL)

Western Maryland College +
(Westminster, MD)

Wheeling College +
(Wheeling, WV)

Wofford College +
(Spartansburg, SC)

Women's College Coalition
(Washington, DC)

College of Wooster +
(Wooster, OH)

Xavier University +
(New Orleans, LA)

## C. Institutional Assessment Projects

*Bethany College
(Lindsborg, KS)

CAPHE/NCHEMS
Assessment Project +

*Cornell College + +
(Mount Vernon, IA)

*King's College +
(Wilkes-Barre, PA)

*Manhattanville College
(Purchase, NY)

North Central College
(Naperville, IL)

Otterbein College
(Westerville, OH)

*Salem College
(Winston-Salem, NC)

University of Scranton
(Scranton, PA)

*Sinte Gleska College
(Rosebud, SD)

## D. Strategic Planning Projects

Augustana College +
(Rock Island, IL)

Beloit College +
(Beloit, WI)

Cornell College + +
(Mount Vernon, IA)

Elmhurst College
(Elmhurst, IL)

Gonzaga University +
(Spokane, WA)

Gustavus Adolphus College
(Saint Peter, MN)

Hood College +
(Frederick, MD)

Hope College
(Holland, MI)

Houghton College
(Houghton, NY)

John Carroll University +
(University Heights, OH)

Lynchburg College +
(Lynchburg, VA)

Mount Union College
(Alliance, OH)

Occidental College
(Los Angeles, CA)

Presbyterian College
(Clinton, SC)

## CAPHE Grant Recipients 1985-1989

### Strategic Planning Projects (continued):

Primerica Planning Project
for HBCUs +

University of Redlands +
(Redlands, CA)

College of St. Benedict +
(Saint Joseph, MN)

College of Saint Catherine +
(Saint Paul, MN)

St. Edward's University +
(Austin, TX)

St. John's University +
(Collegeville, MN)

St. Joseph's University +
(Philadelphia, PA)

Saint Peter's College +
(Jersey City, NJ)

Skidmore College
(Saratoga Springs, NY)

Tougaloo College +
(Tougaloo, MS)

Washington and Jefferson +
College (Washington, PA)

## II: CAPHE GRANTEES BY THEMATIC GROUPINGS

### Church Relationship

- Augustana (IL) +
- Furman +

### Community College Transfers

- Roosevelt +
- Western Maryland

### Costs and Pricing

- Beaver
- Furman +
- Gustavus Adolphus
- Minnesota Private Colleges
- Muhlenberg
- Rollins
- Ursinus
- Wheeling

### Global/Multicultural Awareness

- Concordia at Moorhead + +
- Gordon +
- Hampden-Sydney
- Heritage I + and II +
- Holy Cross +
- Houghton
- Illinois Wesleyan
- Lewis and Clark + +
- Manhattanville II
- Mills
- Mt. St. Mary's I + and II +
- Oglethorpe
- University of the Pacific +
- Saint Joseph's (IN) +
- Saint Michael's +
- Saint Norbert
- University of San Diego + +
- Sinte Gleska
- Westmont
- Wittenberg I + +

### Institutional Research

- Lynchburg +
- Presbyterian
- St. Edward's

### Minority Issues

- Alma
- Heritage I + and II +
- Houghton
- Lake Forest +
- Loyola Marymount
- Marygrove
- Mt. St. Mary's I + and II +
- Paine I + and II
- Primerica Planning Project for HBCUs +
- Saint Peter's +
- Sinte Gleska
- Stillman
- College of Wooster +

### New Student Markets +

- Alverno +
- Beaver +
- Birmingham-Southern +
- Drew +
- Gettysburg +
- College of Idaho +
- John Carroll +
- Marygrove +
- Ohio Wesleyan +
- Randolph-Macon +
- Rockhurst
- Rollins +

II: CAPHE Grantees by Thematic Groupings (continued):

**Retention +**

- Augustana (IL) +
- Beloit +
- Carroll +
- Goshen +
- Guilford +
- Hampshire I +
- Hollins +
- John Carroll +
- Linfield +
- Muhlenberg +
- Ohio Wesleyan +
- Primerica Planning for HBUCs
- Roosevelt +
- Salem
- Stillman

**Teacher Education + +**

- Hampshire II *
- Heritage II *
- Le Moyne II
- Manhattanville II
- Mt. St. Mary's II
- Muskingum II *
- Oglethorpe
- Paine II *
- Sinte Gleska
- Wittenberg II *

**Technological Literacy**

- Bard +
- California Lutheran
- Connecticut +
- Council of Independent Colleges (CIC) +

(Technological Literacy)

- Lewis and Clark+
- Luther +
- Millikin +
- Mills
- Millsaps +
- Muskingum I
- Nebraska Wesleyan +
- Pacific Lutheran +
- Paine I +
- Washington +

**Values Education**

- Houghton
- Le Moyne I
- Lewis and Clark +
- Warren Wilson +
- Wheaton (IL)
- Wittenberg I + +

**Work and Learning**

- Chapman +
- Hamline +
- Warren Wilson +
- Wheaton (MA)
- Wittenberg I + +

**Writing-Across-the-Curriculum+**

- Dillard
- Nebraska Wesleyan +
- Seattle
- Whittier +
- Whitworth
- William Jewell

## *B. Donors to CAPHE, 1983–1989*

| | |
|---|---|
| Ætna Life and Casualty Foundation | $ 95,000 |
| Alcoa Foundation | 110,000 |
| Allied-Signal Foundation, Inc. | 25,000 |
| American Association for Higher Education | 2,500 |
| Amoco Foundation, Inc. | 20,000 |
| ARCO Foundation | 50,000 |
| AT&T Foundation | 700,000 |
| Beatrice Foundation | 10,000 |
| Carnegie Corporation of New York | 3,928,500 |
| CBS Inc. | 60,000 |
| The Chase Manhattan Bank, N.A. | 40,000 |
| Eli Lilly and Company Foundation | 20,000 |
| Exxon Education Foundation | 125,000 |
| The Ford Foundation | 875,000 |
| General Electric Foundation | 20,000 |
| The General Foods Fund | 125,000 |

Donors to CAPHE, 1983-1989

| | |
|---|---|
| General Mills Foundation | $ 27,500 |
| The James Irvine Foundation | 300,000 |
| Knight Foundation | 204,485 |
| McGraw-Hill Foundation, Inc. | 15,000 |
| The Merck Company Foundation | 140,790 |
| The New York Times Company Foundation, Inc. | 25,000 |
| NYNEX Foundation | 205,500 |
| The Pfizer Foundation, Inc. | 40,000 |
| Primerica Foundation | 204,000 |
| The Prudential Foundation | 510,000 |
| Helen Dwight Reid Educational Foundation | 2,000 |
| Schonstadt Instrument Company | 19,500 |
| Southern Education Foundation, Inc. | 5,000 |
| The Standard Oil Company | 425,000 |
| Tandy Corporation | 5,500 |
| Warner-Lambert Company | 55,000 |
| TOTAL | $8,390,275 |

("Donors to CAPHE, 1983-1989" prepared by the CAPHE staff)

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## C. Trustees of CAPHE

**Alan Pifer, Chairman, 1983-present**
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**Alex J. Plinio, 1983-1989**
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Vice President, Programs, NYNEX Foundation

**William C. Nelsen, 1989-present**
President, Citizens' Scholarship Foundation of America, Inc.

**Sara L. Engelhardt, 1989-present**
Executive Vice President, The Foundation Center

## *Author's Note*

J. Robert Moskin, the author of this report, is the senior editorial advisor to The Commonwealth Fund and an editorial consultant to the Rockefeller Foundation. He was the editorial director of The Commonwealth Fund for four years (1984-87) and the editorial director of The Aspen Institute for five years (1977-1983). He has served as senior editor and foreign editor of Look magazine, editor-at-large of The Saturday Review, senior editor of World Press Review, and senior editor of Collier's. He is the author of five books and has received numerous awards for his writing and editing. He has a bachelor's degree from Harvard University and an M.A. from Columbia University, both in American history.